

**An investigation into the correlation techniques
Adopted
in
Basic Schools**



**An M- Ed- Dissertation submitted to the university of Saugar
for
the Degree of Master of Education**



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" THE HIGHEST EDUCATION IS THAT WHICH
DOES NOT MERELY GIVE US INFORMATION
BUT MAKES OUR LIFE IN HARMONY
WITH ALL EXISTENCE."

Rabindranath Tagore.

(Vishwa Bharati Pamphlet No.1)

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PA



P_R_E_F_A_C_E .

' Correlation ' is considered a crux of Basic education . The protagonists of Basic Education claim that if there is no correlation, there is no Basic Education too.

Now, Basic education has been at work in our country for the last about a quarter of century. But this correlation has remained a misnomer throughout.

I, deem it the pious duty of the field workers to devise ways and means whereby this important aspect of Basic Education would attain its proper place in the parlance of education.

Having been in touch with Basic education for the last about two decades of years , I thought it my humble duty to place the present position of this technique before the teachers and suggest suitable ways and means to overcome its impediments.

In fact, I am grateful to my respected guide Dr. A. Mishra Principal, P.S.M., Jabalpur who initiated me ^{to} undertake this important aspect of Basic education and devoted his valuable guidance to me from time to time to complete this humble contribution.

Thanks are due to Prof. H.S. Mishra, and to Dr. Nayak, Principal, P.G.B.T., Ujjain for their valuable advice and cooperation.

Dated 20.4.1962.

Amarnath Kaml Adalati
(Amarnath Kaml Adalati)

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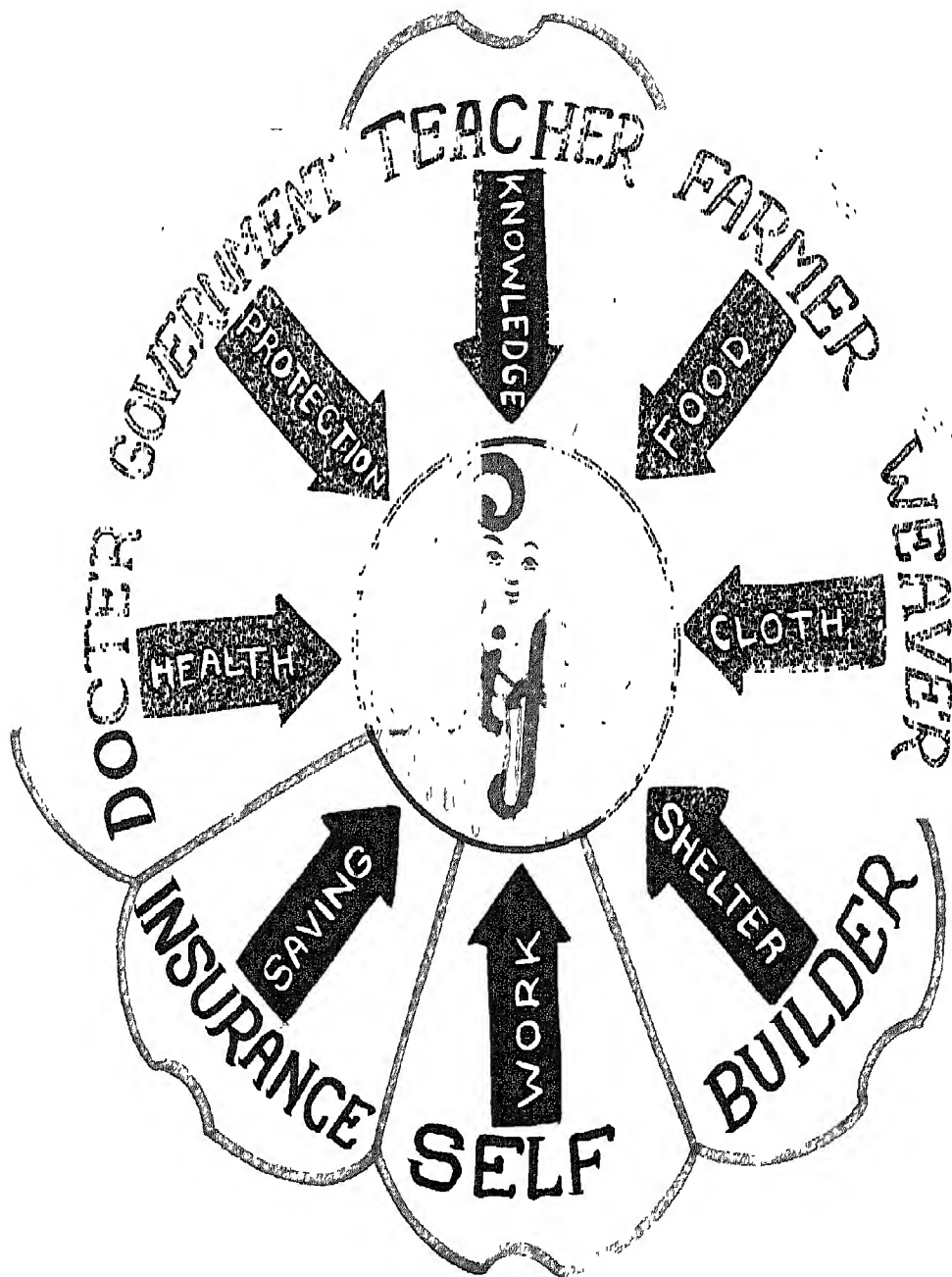
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P A R T I.

The phase of Life - (Correlation)



PART I

INTRODUCTION

No one can deny that facts and ideas have a real and useful influence over the mind only, when the mind systematises and coordinates them with other facts and ideas as they are produced. According to Gurudev Tagore, "True Education is to realize at every step how our training and knowledge have organic connection with our surroundings"§ Gandhiji says, " By Education, I mean an all-round drawing out of the best in child and man-body, mind and spirit."+ In view of this background of definition, Basic Education can be understood as Co-extensive with life and as signifying an all-round development. This vertical and horizontal comprehensiveness of this idea of education is well reflected in the curricula and correlational patterns of this system of Education.

Speaking lucidly, ' correlation' is considered the crux of Basic Education. It is not education plus craft, but to its protagonists, life activities are to be the centre of all learning. The very concept of correlation presupposes

* The centre of Indian culture-Tagore Page 2

+ Basic Education - M.K.Gandhi -

Navjiwan Pub. House, Ahmedabad-

Page 7.

that child's mind is an integral whole, welcoming experience as unity and not as collection of separate unconnected fragments. In Basic Education, knowledge is not to be given in the form of mechanical units and Bookish subjects but it is to be imparted in response to the needs of the child, while he is pursuing some purposeful and productive activity.

Gandhiji could see that the present system of education is unreal and artificial. Among its manifold evils is lack of close relationship of education with life-situations. There is no coordination between the various subjects and no provision for adjusting the child intelligently and actively to his ~~own~~ environment. Basic Education propounds that all teaching should be carried on through concrete life situations relating to craft or social and physical environment, so that whatever the child learns becomes assimilated into his growing activity.

In spite of its glorious background in Educational pedagogy and important place in Basic Education, the technique of correlation has ^{been} hitherto ^{to} essentially a neglected sphere. Subject-wise and period-wise teaching is almost quite in vogue in our elementary and Basic Schools. The technique of correlation seem beyond the reach of an average teacher. Gandhiji placed this educational ideology before the country and left the details to be worked out by the educationists and ~~left~~ teachers. For want of these details, correlation remained a misnomer and the teacher of average ability couldn't find it easy to practice it. Now there is dire need to explore the accurate position of correlation techniques in vogue at present in our schools and to suggest an effective correlated plan.

In the process of teaching, correlation is a technique which tries to establish a reciprocal relationship between various subjects of the curriculum. It manufactured knowledge by dove-tailing into each other the bits of similarities existing in the diversity of subjects and compounds them into such a complex whole ^{as} which the mind of the child is willingly ready to accept. Thus correlation selects constituents and tries to cook into a new complex piece of information which forms a wholesome ready-made food for the organic growth of the child's mind.

It is an admitted fact that Education is for life. It can, in no way be cut off from life and its ~~per~~ problems. Life is nowhere simple. It is complex and presents complex problems. Actual difficulties of life are in no way solved by reference to special branch or field of knowledge. Each life-problem is interwoven into a number of subjects. It needs a group of subjects, apparently separate, to be interwoven into one interconnected whole for its easy solution. Subjects divided by watertight compartments are to come close with each other to make the job of the child easier and interesting.

Unfortunately, present day education ^{encourages} encourages subject-wise teaching and educational work is never concretely integrated or ~~coordinated~~ coordinated. Education remains cut off from life problems ^{and} is artificially simplified to the detriment of the pupil and the teacher. So means are to be devised whereby the educational studies are to be made easier, more interesting and natural. This is possible when 'correlation' of subjects is in vogue in our schools.

Now trends in Education bear this testimony that separatist tendency of subjects is to go and 'integrated

curriculum' will have to yield place to solve most of the life problems and to make the teaching easier and interesting suitable to each child according to his age and aptitude. In fact, Basic Education is an effort to interrelate and corralate the life of the child with the enveronment in which he lives. The Zakir Hussains Committee report lays down:-

" The elements of curriculum which we have recommended are closely correlated with one another because we have made a-n an attempt to relate them integrally to the life and e-environment of the child. Here the centre of correlation is a craft chosen according to the needs of the enveronment."*

THE ROLE OF BASIC SCHOOL:-

The philosophy of Basic Education is utimately to reflect in a Basic School. Basic Education includes a philosophy, a form of curriculum organization, a technique of teaching or a way of learning and the school is to consider all of these. The school is conceived to educate the children in democracy rather than for a democracy. Here children and teachers work closely together in the problems of daily living. Nature and needs of children are being considered and integration of subject matter is affected through large units of work developed around genuine life interests and experinces. Units of work are organised around life a situations and involve the use of many books instead of one or more Text Books. Subject-matter is treated here as a means rather than as an end in itself. In sum, essential requisements of a Basic School are as follows:-

"There is community living and work based on democratic student self-government under the guidance of teachers.

There is commensurate extension work linking school

with the community and vice-versa.

..... main activities here are craft activities, community life activities, Hygiene and health activities and cultural activities intending ~~as~~ study of academic subjects."*

Hence, in every way 'activity' or 'work' is at the centre of all education in Basic School and the other subject that is the knowledge pool is to be integrated with the life situation activity or work. In spite of its pedagogical background, the present-day Basic School doesn't present the look that the protagonists of Basic Education claim it to be. Integration of subjects with the core i.e. 'craft' or 'work' has to be considered at its merits and Basic School is the place where it is found to be at work. The fine philosophy of Basic Education alone won't do unless the Basic Schools present the look worthy of that philosophy. So the theory is to be found in practice and the place it has adorned in its practical approach. It is no more to remain a dilemma but means are to be explored to have its proper place in the Basic Schools.

THE PROBLEM:-

An investigation ^{into} ~~of~~ correlation techniques adopted in Basic Schools.

MEANING OF THE PROBLEM:-

The study is exploratory in nature. It is an investigation of the accurate position of correlation techniques at present in vogue in the Basic Schools of V.P.

* Assessment committee report - ministry of Education -
recommendation number 59.

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Region and to ascertain the views of the teachers, Headmasters of Basic Schools and Basic Training Institutions and inspecting officers on the issue at hand and to suggest ways and means to find out effective correlation techniques. Thus the study has three main directions:-

- (a) Existing position.
- (b) Factors impeding correlation techniques.
- (c) Suggestion to enlist effective methods to implement correlation techniques.

DELIMITATIONS OF THE PROBLEM:-

This investigation has been confined to the V.P. Region of Madhya Pradesh. The reasons are obvious:

However pious and strong may be the will, it is not possible to take the vast area for investigation because of the limits of time.

Besides, first five grades of Basic Schools have been taken up for the investigation because the upper three grades of Senior Basic Schools in this region are going on at present on traditional method. Hence in this stage only 'Junior' stage has been taken, where Basic Teachers also mostly are available.

The investigation records the view of teachers, Headmasters of Basic Schools and Basic Training Institutions, and inspecting Officers. The number of cases under each head differs. The data is as follows:-

Teachers --	--	200
Headmasters -- (Basic Schools)	--	80

Teachers --	--	200
Headmasters -- (Basic Schools)	--	80
Headmasters/Principals (Training Institutions)	--	15
Asstt. Distt. Edu. Officers --	--	25
Distt. Ed. Officers	--	5

Personal interview was held with Twenty parents also in this connection for it would not have been possible to get correct replies from them through the questionnaire because of being a technical subject. Hence it was considered essential to approach them personally.

The number of teachers was also kept only 200 because keeping the time limit in view, These teachers were ~~in~~ scattered ^{over} areas of V.P. Region in different districts having there own problems and congenial conditions.

The number of Headmasters was limited to 80 because of the time limit and other difficulties. ^{by the} Same way only 15 Headmasters of Basic Training Institution were approach ^{ed} to get the correct position in time. Same way, Twenty five Asstt. District Educational Officers and 5 inspecting Officers in touch with Basic Schools were contacted to give the accurate position of correlated techniques in the Basic Schools of the area.

These limitation were necessary because the problem deserved to be studied from different points of view, which require touring, personal approach and contact wherein money and time are involved.

IMPORTANCE OF THE PROBLEM:-

Inspite of its pedagogical significance, correlation has developed a great deal of misunderstanding in actual practice in Basic Schools. Exponents of Basic Education have been ~~she~~ Scholastically advocating and also defending the criticism of the realists and passimists both to defend ~~thas~~ system of education. But the fact remains that in actual practice, we don't find the proper technique of correlation in practice because of the difficulties inherent in its working.

At times, things appear to be dogmatic and beneath the surface and the minds are unconvinced about the potentialities of this arowed system of Education. Too much fuss seem apparent whereby this technique is considered so difficult, something so different from the ordinary type of teaching that an ordinary teacher can not aspire to be a good teacher of basic Education and only very highly intellectual and qualified persons can practise it.

means are, ultimately, to explore whereby this technique so highly spoken of occupies its proper place in the parlance of education.

SPECIAL NEED FOR THIS INVESTIGATION:-

(a) To explore difficulties inherent in correlation practices in Basic Schools.

(b) To find out easier approach to find the concept in Practice and easily accessible to teachers.

THE PLAN.

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The dissertation is divided into three parts.

The scheme of division is explained in some details below:-

Part I :-

The problem, plan and procedure of the investigation have been dealt with in details in this part. Moreover this part gives the introductory chapter which initiates the problem of the investigation. It clearly gives some conception of correlation techniques and the confusion it has produced in the parlance of education. The importance of this technique has been made clear in this part and the changing concepts of this technique too have been discussed in brief. The ~~viewpoint~~ need of this study has been well initiated in this part.

Part II.

This part forms the body of the dissertation. It is divided in different sub-heads. This part gives in details the background of the correlation techniques, its need from educational point of view and its place in Basic education. The evolution of correlation technique has been detailed therein with the problems of implementation involved in it.

Part III.

This part contains the analysis ^{and} of the findings of the questionnaires, interview schedule and observation. These formed the very bases of the investigation.

Part IV.

The concluding part contains :-
1. Summary of important conclusions and suggestions after compiling, the views of the teachers, Head

masters of Basic schools and training institutions, and some parents.

An appendices which include:-

1. Activity from subject curriculum (a specimen).
2. Bibliography.
3. Suggestions for further study.
4. Questionnaire for :
 - (i) Teachers, and Head Masters of Basic schools.
 - (ii) Heads of training institutions.
 - (iii) Inspecting officers.
5. Schedule of interview.

P_R_O_C_E_DU_U_R_E

PRINCIPAL PRESUMPTIONS:-

The investigator had to proceed with the following principal assumptions in view:-

(a) The need for knowledge rises from action. What is characteristic of man is wanting to do something, wanting to live. And because he wants to live in a particular way, he feels the need for knowledge.

(b) Another assumption, which is very important in Basic Education and in the whole idea of correlation, is that only knowledge ^aacquired through action will be assimilated properly.

(c) All knowledge is to be looked as ONE; compartmentalisation of knowledge into the different subjects or into different fields is artificial.

(d) The goal of education is to develop knowledge, attitudes, skills and habits, ~~-All-these-four~~ of children. All these four are to have harmonious development thereby the knowledge will have to be coordinated with life.

If the aforesaid assumption are taken for granted, the need of practical approach of 'correlated technique' is felt in our everyday working of our schools. Hence, it would

be befitting to suggest ways and means whereby the said technique would be easily taken up by the teachers, who are ultimately to work it out.

ANALYSIS OF THE TECHNIQUE:-

To investigate this problem normative survey method of investigation is used. This survey is a fact finding investigation designed and conducted to ascertain the facts concerning the particular scheme. The following techniques were employed to collect the data:-

- (a) Questionnaire.
- (b) Interview.
- (c) Observation.
- (d) Survey of literature.

(a) Inevitability of the questionnaire:

The impersonal nature and objectivity are the two good qualities of the questionnaire. At the same time questionnaire avoid the influence of the investigator. While issuing the questionnaire, the concerned were assured to have free and frank replies without any official consequences and hinderances for the topic was for Research and would not involve any one for breach of trust or to divulge any secrets for any wrong purpose. The replies were to be treated as confidential and the names of those who responded the questionnaire were not to be divulged. This was done nearly to get the correct picture of correlated technique at work in the schools.

The questionnaire was quite simple and language used was quite clear and comprehensive. Though a technical subject, untrained teachers too were able to reply the same quite conveniently.

Aims of the questionnaire:-

The questionnaire aimed at soliciting the opinion of teachers, Headmasters, Inspecting Officers to know the accurate position of 'correlated technique' in vogue in Basic Schools. The questionnaire was meant to solicit the following:-

1. What type of correlation is in vogue in schools?
2. For what purpose is correlation to be practiced ?
3. How is the process of correlation to be practiced ?
4. What is to be correlated and how ?
5. Factors impeding correlation techniques.
6. Suggestions to implement correlated techniques.

Structure of the questionnaire:-

To make the questionnaire interesting, simple language was used and ambiguous terms were simplified as far as possible.

Lengthy questionnaire often evokes difference. Hence short questionnaire was used for different purposes to get relevant and correct replies.

Ambiguous words were avoided in the questionnaire. It was made comprehensive by using common terms and definite construction.

Care was taken to make the questionnaire brief and to the point.

Repetition was avoided.

Reliability of the questionnaire:

In order to test the reliability of the questionnaire a 'try out' was taken before issuing the questionnaires to the final sample. This 'try out' rectified some of the mistakes in excluding unnecessary questions and

and formation of some of the question was altogether changed. This 'tryout' enabled to get accurate replies from the concerned.

The following table ~~gives~~ gives a bird's eye view of the Schools and the inspecting Officers selected from this area:-

TABLE No. I

Areas of Investigation.	Schools No.	Teachers	Headmasters Basic Sch.	Headmaster Trg Instt.	Asstt. D.E. Os.	D.E. Os.
Rewa Dist	2.	40	5	3	2	1
Shadol "	3	30	15	3	3	1
Sidhi "	2	10	5	2	2	1
Satna "	5	10	20	1	5	1
Panna "	10	10	15	2	5	1
Chhatarpur	15	50	10	2	5	1
Tikamgarh	20	50	10	3	3	1
Total	-	200	80	15	25	7

INTERVIEW:-

The investigator interviewed the following in order to find the 'correlated technique' at work and verify the questionnaire from a various point of view:-

- (1) Teachers - Trained and untrained.
- (2) Headmasters.
- (3) Inspecting Officers.
- (4) Parents.

Being in touch with the practical aspect ^{of correlation} for the last two decades, the investigator had the happy opportunity to interview the people of different categories and find out their reaction about the 'correlated technique' that is in vogue in

in some of the Basic Schools.

It is obvious that there are many sources for the information as mentioned above. Since the teacher is the key person to launch this technique, his information will have definitely a prominent place. Usually data for any Educational purpose are the boys themselves but being this a technical subject and age-group of boys being less than 11, the investigator had mostly to depend on the opinion of the teachers, on the whole.

The interviews called were informal and in friendly atmosphere. It remained a concern of give and take and imposition was avoided to its utmost. People of different ranks i.e. teachers, Headmasters, Inspecting Officers were approached from different angle and information was elicited about the accurate position of 'Correlated technique' in Basic Schools. The scheduled of interview had three aspects in view. They are :-

- (a) Present position of correlation techniques in Basic Schools.
- (b) Factors impeding its working.
- (c) Some suggestions to improve the technique.

Teachers, Headmasters, and Inspecting Officer had their own say from their point of view. Same way some educated parents also, when interviewed, had something to say about this technique. Though a technical subject, it cannot remain quite immune from parents because ultimately it is for their wards that this technique is adopted in the parlance of education. About 2% of the parents were interested^e about in the topic and could give their opinion.

The triangular contact i.e. teachers, Headmasters, and the Inspecting Officers has clear bearing on the working of this technique. All the concerned had heard much of this

technique but all them had their own conception about the same. In fact, interview has been the successful criteria to know the accurate position of the technique at work at present along with suggestions for improvement.

The investigator had the happy opportunity to interview the following:-

1. Headmaster , Model Basic School, Rewa.
2. Head master, Model Basic School, Satna.
3. Head Master, Model Basic School, Panna.
4. Head master, Model Basic School, Chhatarpur.
5. Head master, Model Basic School, Sidhi.
6. Head master, Model Basic School, Shadol.
7. Head master, Model Basic School, Tikamgarh.
8. Head Master, of Basic Schools of each district
atleast five in from each district
located in rural areas.
9. Principals of Training Institutes of Rewa, Sidhi,
Satna, Chhatarpur, Shadol, Tikamgarh etc.
10. Teachers, at least Ten from each district of V.P.
Region.
11. A.D. Educational Officers, at least Three from each
district.
12. Distt. Educational Officers, from each district of
V.P. Region.
13. Parents, in all Twenty only from Tikamgarh district.
(Most of these parents were hailing
from the urban areas, having interest
in the techniques of education.)

OBSERVATION:-

Datas are gathered in many ways. Most commonly used is observation. Teachers need to be helped to know when to look for, so as to be alert to the new needs of the society. The result of such observations are frequently incorporated into an anecdotal record, making the result of ~~te~~ a teacher observation easily available to him and to others who may be concerned with the new technique in Education.

The day-to-day class work is most important source of information to find any technique at work. Reaction of the pupil along with the teachers is most important element to be taken into consideration. Correct position was ascertained by active observation in the day-do-day working of the classes. Observation of the investigator based on the following:-

- (a) Day-to-day working to the classes.
- (b) Practice teaching of Student teachers of Basic Training Institutes.
- (c) Practice teaching ~~at-the-time~~ of Student teachers of at the time/Examination.
- (d) Teaching at post-training period.

Being the head of the Basic Training Institution, the investigator has the ample opportunity to be in touch with the practices quite in vogue in the Basic Schools in their every day working, during practice-teaching days and after wards too.

Every year, the investigator gets an opportunity to be examiner of three or four Basic Training Institutions in almost all the regions of Madhya Pradesh. In this way the investigator has personal scope of study of practice-teaching at the time of examination of Basic Training Institutions. In fact, observation

reveals the actual position of the technique at work. It has been the best media to reveal the correct position.

SURVEY OF LITERATURE:-

In order to get a first hand information as to how 'correlation techniques' are at work in other states, a survey of literature was done. The names of the books referred to are given in the appendices.

Unfortunately no relevant record is available in this area where the investigation is launched at present. This ~~difficult~~ difficulty was felt at this stage and the literature available in the form of diaries, note-books, yearly plans wherever available were utilized for this purpose. This literature was available only in one or two schools and ~~could~~ could not give the ^{Correct} picture as wanted by the investigator.

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DIFFICULTIES ENCOUNTERED IN THIS INVESTIGATION:-

1. Questionnaire was sent to the different areas of this region and mostly it was sent to rural areas where Basic schools are located. The ~~reply-were~~ replies were received very late after several reminders.

2. Assistant District Education Officers could not give the correct picture of the schools under their control.

3. District Education officers are mostly ignorant of this technique and lack enthusiasm to implement it. mostly they condemn it merely the conception is not clear to them. At the time of interview even, they could not give any picture of this technique at work.

4. Unfortunately, some newly appointed Principals of the training institutions too are not quite clear about this technique. So they had nothing much to contribute.

5. Being a technical subject parents were not at all enthusiastic to say any thing about it.

6. Much relevant literature is not available.

In spite of these handicaps the investigator had to depend on some of the replies of the teachers, Head Masters and the inspecting staff.

Secondly, the investigator had to depend mostly on personal interview and observation of the schools at work. Teachers of all ranks were contacted and schools were observed at work. This formed the base of the investigation.

P A R T II.

CORRELATION — a clinical view.

The background:

The technique of 'correlation' is not at all new to the history of education. Times, off and on, educationists have put their own type and methods of 'correlation' in the world of pedagogy. In fact, the history of correlation is the history of educational methodology itself. The concept of correlation ~~also~~ underwent a number of successive changes just in accordance with the progressive changes in educational thought and practice in the light of new philosophical and psychological doctrines. The idea of 'correlation' in its embryonic ~~form~~ form owes its existence to the Psychological doctrine of 'Apperception of thought' first put into practice by Herbert .

The well known educationist Herbert thought it necessary to relate previous knowledge with the new to be grasped. He, thereby, included the principle of 'correlation' in a very limited form in the first step of class teaching. In order to avoid compartmentalisation of different subjects, Herber propounded 'horizontal' and 'vertical' correlation. By the former correlation i.e. horizontal he meant correlation between different subjects and by the latter i.e. vertical, he meant correlation between

different branches of the same subject.

Afterwards, Ziller propounded subject-centred correlation in the parlance of education.

Freibell introduced play in education and considered it the nucleus of all learning.

Same way, John Dewey gave us activity-centred education.

Needless to say that from Bacon, Montaigne, John Locke, the encyclopaedists upto the present day philosophers and educationists, it has been one long protest against scholasticism and its divorce from Nature and reality. They belonged to different schools of thought or philosophy but all agreed on making education more concrete and real and less oral and dogmatic. They emphasized the value of practical and creative ability.

Science has done away with the antithesis between body and mind. It has shown that truth can be achieved through sense-experience as well and recommended the integration of theory and practice.

EVOLUTION OF CORRELATION:-

Admittedly, the principle that education should have reference to reality was never altogether lost sight of. Rousseau, Rousseau, Pestalozzi, Herbert, Froebel, and other educational reformers down to John Dewey advocated the idea of integration of knowledge and practical work in the schools. The new scientific tendency moved all to take practical phase of education and child psychology made it spontaneous and creative. Same way, democratic tendency made the process socialized. The Montessori method and Dalton plan preached

individualistic tendency, while Cousinet method and Project method and other techniques made educational practice social and democratic. 'Socialized Activities' and self-Government by the people formed the process of active learning.

This is not all. Karl Marx and his followers stood against bookish knowledge and propounded labour as the centre of education. To realize this objective, unified labour schools were started in Russia and manual work became the basis of educational practice. "The instruction imparted in these schools of the U.S.S.R. was essentially based on the fundamental doctrine that labour is the centre of all educational activities." The scheme of studies was based on quite a rich variety of correlation in the form of complexes or synthetic themes. Divisions into separate subjects were abolished and all science and humanities were distributed into three columns with labour in the centre and society and nature on either side".* Pankur Punkurtch-the official chronicler of soviet education and others i.e. Shoolgin, Kushensteine advocated manual work as a means of development developing the civic ideals. Same way, the pragmatic philosopher John Dewey propounded, "we must use all work in wood and metal, of weaving, and sewing and cooking as methods of living and learning as distinct studies. We must conceive of them in their social significance as types of the process by which society keeps itself going, as agencies, for bringing home to the child, some of the primal necessities of community life and as ways in which these needs have been met by the growing insight and ingenuity of man;" in short, his instrumentality, through which the school itself shall be made a genuine form of active community life instead of a place set apart in which to learn lessons."†

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J.B.Kriplani, the latest fad - Page 31

+ J.B.Kriplani, the latest fad - page 40

Some methods at work:-

Every method and technique thus advocated has contributed in the parlance of Education but we cannot help remarking, that the last word of teaching method has not been said and can never be said. This is because education is dynamic and not static. In the words of Sir Percy Nunn, Education is "a practical philosophy and as such it" necessarily touches life at every point. As life's ideals are eternally at variance, their conflict will be reflected in educational theories and consequently in methods of education. These techniques are, no doubt, improvement in techniques and approach but their success and failure is mostly to depend on the enthusiasm and resourcefulness of the teacher.

It will be befitting to discuss some methods here in brief outline in order to depict the change in our techniques and approach from time to time.

The German Philosopher-cum-educationists Friedrich Froebel suggested a new scheme of education i.e. 'Kindergarten'- the childrens garden. In the words of its originator, this system is meant to give children "employment in agreement with their whole nature, to strengthen their bodies, to exercise their senses, to engage their awakening mind and through their senses make them acquainted with nature and creatures". Its main characteristics are self-activity, freedom, play and unity in instruction. In spite of these characteristics, formalism, rigidity of gifts remained the drawbacks to be solved.

Another method is the Montessori method. Dr. Montessori, believed education to be the unfolding of the latent powers of the child. She propounded individual attention, free discipline and training of the senses. The process of 'auto-education' required a set of apparatus and a set of few

excercises whereby the child could enjoy independence in practical life. Rigidity of apparatuses and mechanical manipulation to handle the apparatuses are the chief set-backs of the plan.

John Dewey's philosophy contributed to have the project method and Prof. Kilpatrick gave it the practical shape. Work, in this method is to be carried on in the form of projects and nothing whatever is to be imposed on them from without-not even from the teacher who is just to be as a guide in the whole process. A 'project' in the words of Dr. Kilpatrick, is a 'whole-hearted, purposeful activity proceeding in a social environment.' The main features are purpose, activity, natural setting, and social environment. This method propounded active learning, integration of studies and reality to the work. But proper development of different field of knowledge remain yet to be solved and the shirker has been ^{able} to take the advantage of the abler. Individual appeal remained lacking throughout.

Dalton Plan emphasises individual differences and individual approach to the subject teaching under the supervision of their subject teachers. Qualitative differences between pupils, oral work and inspirational subjects had no proper place and remained unsolved.

The innovation of Dr. Carleton Washburne in the form of Winnetka plan propounded individualisation of instructions and aims at the adaptation of the schools to individual children instead of making it incumbent upon the pupils to adjust themselves to the dictates and requirements of the school. Team work and learning were ignored.

Another device is that of 'platoon plan' whereby the school is divided into two groups - one group pursues activities and the other group pursues activities in special rooms and

afterwards they exchange their places and thereby deriving the benefit of space and material. Varied activities found place in this plan but undue importance was attached to bookishness and intellectual studies in schools.

Again Decroly plan propounded pupil-participation in class-work and enables the children to share their ideas, impressions and experiences with others. This method embraces the progressive trends in education but lacks in the mastery of fundamental facts and skills.

A CHANGE OF EMPHASIS:-

In evolving new methods, our country has not lagged behind from time to time. History tells us that the famous legends of 'Panchtantra', contained an evidence that the skilled and learned Pandit and Vidhya Shastries and Raj Gurus would adopt different methods to make their lessons more attractive, impressive and interesting.¹ Ancient history of education in our country had set an example of such ~~best~~ 'Pathshallas' where education and living had close ~~quard~~ coordination.

A quarter of a century back, the social philosopher Gandhiji diagnosed the situation and the new technique was evolved out of the existing one's to fulfil the needs of the times. Being a dynamic personality and a creative genius, all socio-political plans and activities are organically correlated and integrated that they are evolved of his creed based on his philosophy of life - social and individual. He believed that the individual has to work out his perfection in a spiritual society based on the principles of non-violence, truth and justice. He stood for revival^V of the spirituality of the individual and the immorality of society through the

medium of education based upon creative and constructive manual labour. In a way we are nearing the project method but with the difference that the activity in Gandhian method is not only to serve for joy and knowledge, but it is to contribute substantially towards the development of the personality of the child as a member of the cooperative and democratized democratic community. To evolve the new social order, Gandhiji placed the manual labour i.e. craft in the centre and all other necessary knowledge was to be given through it. Besides the activities of physical and social environment also were considered that media of education. This has been clearly mentioned in the Zakir Hussain Committee report:-

" In order to work out an effective and natural coordination of the various subjects and to make the syllabus a means of adjusting the child intelligently and actively to his environment, we have chosen three centres intrinsically, interconnected as the foci for the curriculum i.e. the physical environment, the social environment and craft work, which is the * natural meeting point since it utilizes the resources of the former for the purposes of the latter."* Further in the very book it has been advocated strongly: " It is essential for all teachers and educational workers to note that we have really attempted to draft an ' activity curriculum' which implies that our schools must be places of work, experimentations and discovery, not of passive absorption of information imparted second-hand. So far as the curriculum is

* Zakir Hussain Committee Report -- Page 49 - H.T.Sangh Sevagram.

concerned, the teaching should be carried on through concrete life-situations relating to craft or to social and physical environment, so that what ever the child learns becomes assimilated into his growing activity." + Here purposeful productive activity was to form as a core to other knowledge and it was not just like the ideology of West, where integration of learning was being tried through the means of association of ideas. In Basic Education, integration of all kinds of learning is through productive activity.

PLACE OF CORRELATION IN BASIC EDUCATION.

Correlation is the 'soul' of Ghandi Ji's Basic Education. If there is no correlation, the whole spirit of this scheme is defeated. The hand book for teachers of Basic Schools says :-

"In Basic Education, however the centre of correlation is activities pertaining to the Basic Craft and subsidiary crafts i.e. Agriculture, wood work, weaving etc. or in other words, projects calculated to make the students go through series of experiences regarding the basic needs of life, namely food, shelter and clothing." Further Prof. K.G. Sayidian clarified the significance of this craft work as follows:-

"The technique of correlated teaching, on the other hand make the craft work of the child the starting point of this learning and just as a powerful magnet attracts to itself scattered iron filings and introduces order and system into them.

+ The hand book for teachers of Basic Schools - Ministry of Education Pub.
 2
 Page 34.

Similarly the focal and expanding interests in draft activities enables the child to acquire and assimilate the relevant knowledge of history, Geography, Civics, General Science and other important subjects." Besides the latest concepts of Basic Education of the Government of India, Propounds, "productive, creative and socially useful work in which all boys and girls may participate, irrespective of any distinction of caste, or creed or class is placed at the very centre of Basic Education."

In Basic Education, Correlation of subject matter with the natural and social environment is also very important as it is with any of the productive activities. Basic Education though very near to pragmatist philosophy, presented a new ideal ideology of 'core - relation'. Thereby all necessary knowledge has to be attained with relation to the original. Here 'core' is not to be final and fixed but dynamic and have been taken up in terms of changing needs of a changing environment. It has to grow and develop with our growing consciousness of the needs and every day problems. Knowledge is integrated with work forming the base of human enterprise. Life situation activities are to form the basis of all correlated knowledge. Herein activity doesn't mean handicrafts alone. Taken broadly, activities include all our aspects of work taken up in our everyday life. Activities and life cannot be detached. Same way activities forming nucleus of knowledge cannot be done away with. They are interrelated and inseparable as clay with the pitcher or cloth and yarn with the cloth.

Basic Education has tackled this technique in the following directions:-

- (a) ~~an~~ coordination between the various parts of the activities, activity.

(b) An inter-relation between the various 'activities' of the curriculum.

(c) A correlation between the various 'activities' and the 'subjects' of the curriculum.

In sum, correlation in Basic Education means imparting of instruction in various subjects by weaving them round carefully to selected purposeful and productive activities relating to craftwork, natural surroundings and social environment. The word 'purposeful and productive' need not be confused here. All purposeful activities cannot be productive. But we need not give them up because they are not productive. Keeping this in view, the activities of social and physical environment have been given proper place in this scheme of education.

Basic Education is a technique of exploiting opportunities offered by various activities in order to help the ~~people~~ pupils to acquire certain ideas, to form certain attitudes as also to learn certain skills on their ways to 'draw out the best in their body, mind and spirit'.

Correlation in Basic Education is both concurrent and sequential. Whatever subject-matter can be taught in natural context of the activities in hand is to be imparted at the appropriate occasion. This ^{is} why the subject matter need not precede the relevant activity or experience. It must be either concomitant or subsequent to the activity since the ideal of teaching 'there and then' is not always possible to achieve.

Vinobaji considered Basic Education as NITYA NAI TALIM i.e. every new education. Here he means that it is not something dogmatic, something rigid, something crystalised, so what lesson you teach in one year is repeated like notes in

other years. This would not be Basic Education. "The Basic school teacher has to carry on experiments endlessly, there is no limit to it. If you teach one lesson to-day, tomorrow perhaps you will teach it in a different way, because the context has changed. You cannot isolate yourself from what is happening in the village or in the district in the States or in the country or in the world. It is not possible. Therefore, it has to be every changing education, new, ever-new, that is the beauty of Basic education. But, if Basic ~~teacher~~ education is converted into a dead routine and the boys know what the teacher is going to teach, a particular thing in a particular manner, well, that is not Basic Education at all. It will again be almost bookish education- some notes that the teacher writes down and hands over to boys from year to year. It will not have that constant interest, which has to be sustained always; if the interest fades away, Basic education fades away and correlation becomes meaningless"*

At length we have to consider the specific contribution that Basic education has made in the parlance of education. Prof. K.G.Sayidian has been quite clear to say that Basic education has under line and stressed the fact that activity is basic to learning, that any kind of learning that we wish to develop fruitfully must bring in some element of hand work, productive work or craft, and if that is done, then by bringing the hand and the head, thinking and action into correlation with one another,†

* Principles and Problems of Correlated Teaching -
National Institute of Basic Education - Page 63

† Principles and Problems of Correlated teaching - Page 76

CORRELATION

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graph TD; CORRELATION --> COLLATERAL; CORRELATION --> UNILATERAL; CORRELATION --> BILATERAL; CORRELATION --> MULTILATERAL
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COLLATERAL

UNILATERAL

BILATERAL

MULTILATERAL

Again, there is misnomer that only one type of correlation is in vogue in Basic Education. Teachers often take resort to multilateral ~~see~~ type of correlation considering it to be the only type of correlation. Experience has revealed that there are other types of correlation too at work in our schools. They are :-

(a) Multilateral Correlation:-

This type of correlation is useful to correlate various subjects of the curricula with the life activities at hand.

(b) Unilateral Correlation:-

Here one incident, or item is correlated with another incident or item.

(c) Bilateral correlation:-

Here two subjects at a time are taken to correlate with activity in order to cover the requisite knowledge pool.

(d) Collateral Correlation:-

Here knowledge and action are simultaneous. In fact, it is learning by doing.

ESSENTIALS OF GOOD CORRELATION:-

Often, there is confusion to distinguish between good and bad right and wrong type of correlation. In brief the characteristics of right type correlation are of being natural and spontaneous. It should satisfy the needs and interests of the students. Learning of the same should be easy and intelligible. "Correlation should, in fact, denote the consolidation of the fragmented and divided holdings of subjects in a manner which may have a natural appeal to the mind of the student and purge his mind of the compartmentalization of subjects." *

* Studies in Basic Education - Kochhar - Page 45.

Basic Education has an ideology and a methodology and the two necessarily go together. They are inter-dependent and can not be taken up separately. Mahatma Gandhi's view of knowledge is also a matter of insight. This view is known as the nurture view of knowledge. Knowledge nourishes the mind, knowledge is the mind, it is a part of one's personality when it is fully assimilated. Different aspects of mental life, the cognitive, the affective and the conative are all to be integrated together. And this assumption is at the basis of the concept of correlation in Basic Education.

This in fact, is a matter of study and investigation how the methodology and ideology of Basic Education are at work in day-to-day teaching of our schools.

P A R T III.

ANALYSIS AND INTERPRETATION OF DATA

CORRELATION AT WORK:-

Correlation is an accepted technique of teaching in Basic Education. But this conception of correlation cannot be thrust upon from above. Teachers, on the whole, are to take it up in case they feel it easy to practice in their every-day class teaching. This investigation carried through questionnaire, interview and observation revealed the accurate position that this technique has attained in Basic Schools.

To tackle the problem from various angles, the investigator had to select some areas along with of variance along with the teachers having different problems in their areas. At the out set the questionnaire was sent to teachers, Head Masters of Basic Schools and Basic Training Institutions and Inspecting Officers of different cadres to acquaint the investigator with the actual position in the field. The table given shows the responses received therein:-

TABLE No..2. on next page.

Questionnaire sent.	Total No.	Responses received.	
Teachers	200	132	65%
Headmasters (Basic Schools)	80	54	67%
Head masters (Training Institutions)	15	9	70%
Asstt. Distt. Ed. Officers.	25	8	34%
Distt. Edu. Officers.	5	4	80%

In this way, the investigator had the favourable response from the teachers who are the key to any educational programme. Out of 200, a good number of 132 responded the questionnaire but 4 out of these 132 were invalid because of irrelevant and incomplete replies. In this way 64% teachers responded the questionnaire in a befitting manner.

Same way, Head masters of different areas were selected and questionnaire sent to them. The number was fixed only 80 because the said number was enough to reveal the actual position in the field. Luckily, the response was to the mark and 67% Head Masters replied the questionnaire.

The work would be incomplete in case Head Masters of Basic Training Institutions would not have been contacted through the questionnaire. 15 Head Masters of various district having different problems were selected for this purpose. (9 were kind enough to respond the call in this way 70% of them had their say.

The whole investigation would be incomplete in case

the view point of guiding officers that is Asstt. District Educational Officers and District Educational Officers would not have been there. The investigator had to send the questionnaire to those Inspecting Officers alone who are in touch with the Basic Schools in their area. In this way 25 Asstt. Distt. Educational Officers and of five District Educational Officers had been selected for this questionnaire. Eight out of 25 A.D. responded the questionnaire. In this way their percentage remained only 34%. The work load was submitted because of non-response. Four out of five district Educational Officers were kind enough to reply the questionnaire quite in time. Their percentage remained the highest that is 90%.

On the whole, the response remained favourable and befitting percentage was covered from the areas to know the actual position of the technique in the field. All the desired angles were covered and much less was left to be in the shrouds of mystery and obscurity.

UTILIZING DIFFERENT TECHNIQUES OF CORRELATION FOR TEACHING:-

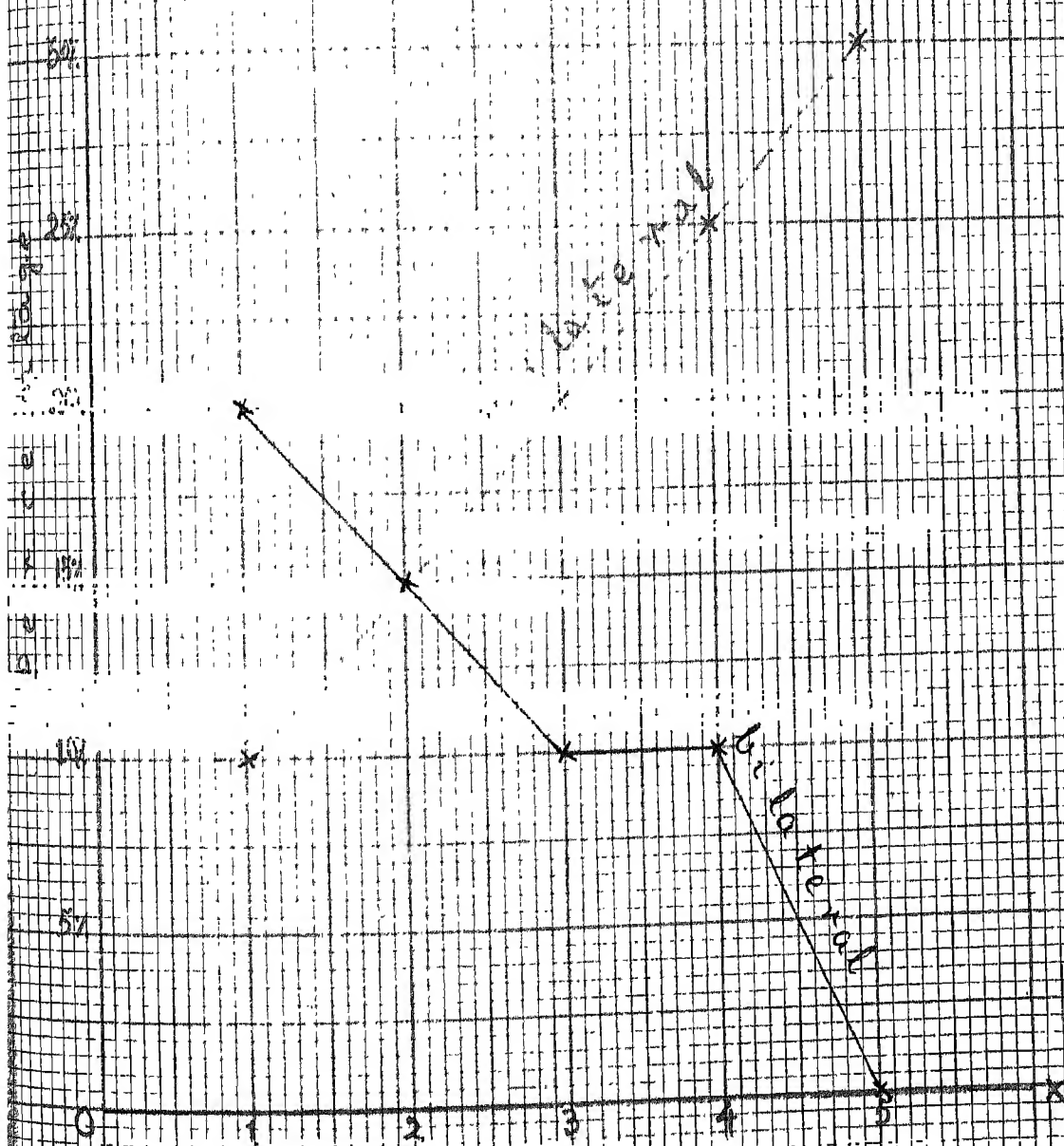
It has been a misnomer in Basic Education that multilateral correlation is the only technique whereby correlation is easily possible. The old conception of serving craft the only centre of education is yet looming large before the teachers of different ranks. The investigator had the desire to explore the present position of the other techniques in our schools. So the questionnaire contained the unilateral type also to find out ~~how many~~, how many teachers take advantage of this type of correlation i.e. unilateral type of correlation. The ~~inn~~ investigation revealed the position as follows:-



GRAPHS BETWEEN GRADES AND PERCENTAGE OF CORRELATION

— 000 —

SCALE ON OX → 10 DIVS = 1 GRADE
ON OY → 10 DIVS = 5%



Grade				Percentage
I	..	...	..	10%
II	..	...	..	15%
III	..	...	..	20%
IV	..	...	..	25%
V	..	...	..	30%

From this table, we get an idea that this type of correlation i.e. unilateral is not much popular in grade I while the same is gaining ground in the class V. Ordinarily, there is much scope of unilateral correlation in class I than in class V where the area of knowledge is vast than class I. The figures reveal that the teachers do not take up this technique because of not being fully acquainted with this type. Thereby they do not take advantage of it.

Same way, knowledge pool of class II is also only 15% as compared to class IV where the % is 25%. This contrast reveals that this type of correlation is not much popular in the lower classes of I and II and on the reverse the % covered by the higher classes is higher than the lower.

Now let us see how the other type of correlation i.e. bilateral is being utilized in these schools. The table presents the present position in the schools:—

Bilateral Correlation:—

TABLE NO. 4.

Grade				Percentage
I	...	...	...	20%
II	...	...	...	15%
III	...	...	...	10%
IV	...	...	...	10%
V	...	...	...	0%

The table above shows that bilateral correlation is popular in class I while the same is not at all in vogue in class V. This, in fact, is an anomaly with this type of correlation that it is not been able to find place in the higher grades. Teachers seem indifferent to it and are mistaken to take it as multilateral type. The present curriculum of madhya Pradesh education department has enough scope to have bilateral correlation in the higher grades. But for want of suitable activities and proper planning this technique has remained in ~~case~~ abeyance so far with the result that the said technique has been reduced to nil in the V class. The other grades i.e. class I, II, III have revealed equal percentage. This doesn't seem practicable but the questionnaire reveals as such.

It has been unfortunate to ignore this type of correlation in the higher stage as depicted in the table. Bilateral type of correlation should have been in vogue in the higher grades where there is enough possibilities of taking up various activities of physical and social environment. But the teachers in the said questionnaire are not quite clear. Whatever has been ~~tableted~~ tabulated above is on the basis of their replies. The results are not encouraging and reveal that bilateral type of correlation has no place at present in the upper most class of the junior stage of the Basic Schools.

Multilateral correlation:-

Teachers, on the whole, have clear conception of multilateral type of correlation. To a lay man also this type of correlation appeals most. Ordinarily every one deem this type of correlation the only correlation required in Basic

~~Some-41~~ Schools. But unfortunately the multilateral type is being mistaken for 'association of ideas! ~~Anywhay~~ Anyway, the questionnaire was quite clear and the teachers were quite clear to reply the same clearly. The table given below reveals the present position of this technique in our schools:-

TABLE NO. 5.

Grade				Percentage.
I	...	...	...	15%
II	...	...	...	17.5%
III	...	...	...	10%
IV	...	...	...	15%
V	...	...	...	12.5%

This table reveals that only 15% of the knowledge pool is being covered in the I grade by this type of correlation, while in class V only 12.5% is covered by the type. This in fact, is an ~~am~~ anomaly with this type.

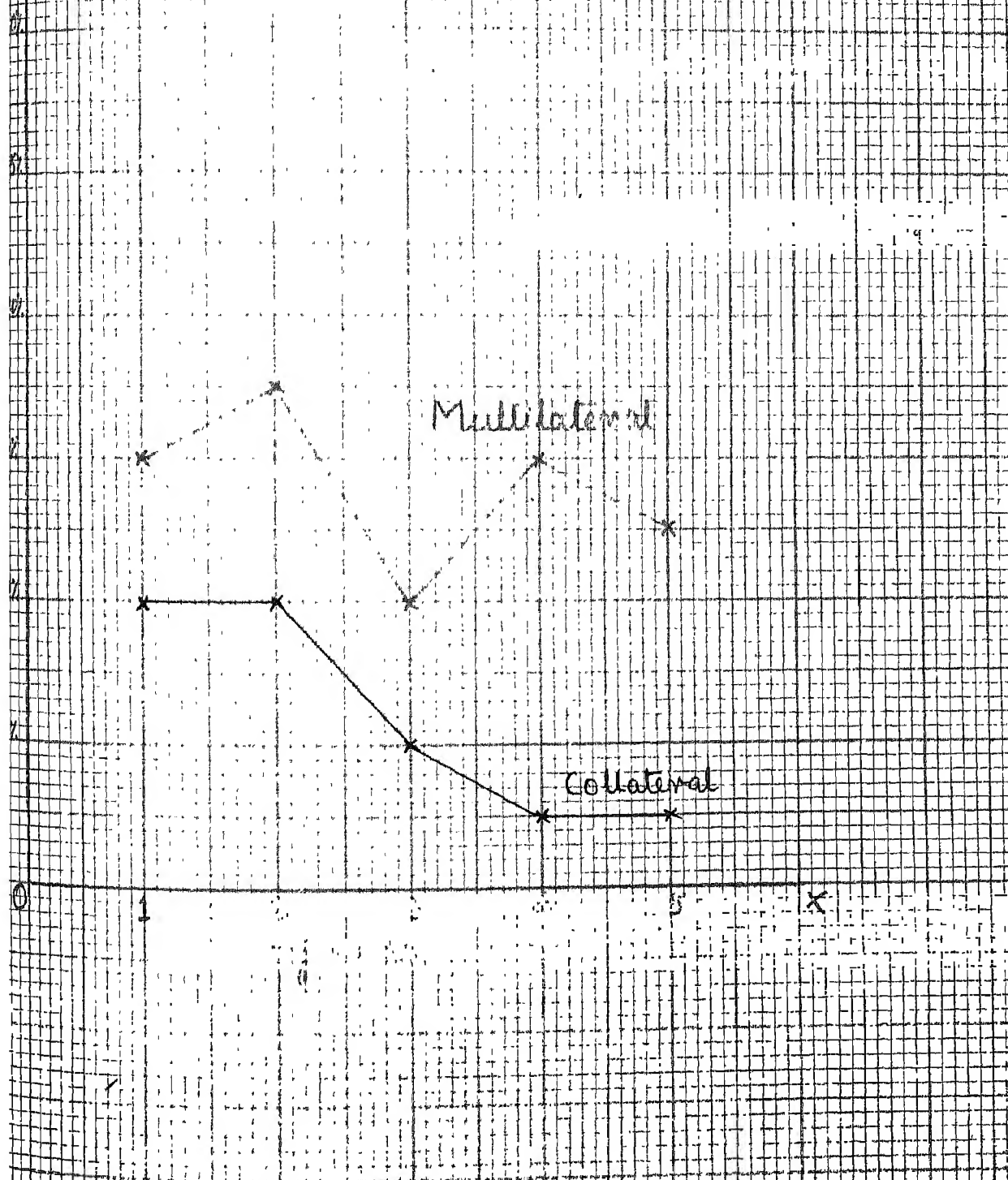
Multilateral type of correlation is most suited ~~in~~ for the higher grades but unfortunately this has not been the case as per replies of the questionnaire. The variations do not give bright picture of the technique at work. The grade II has shown the highest percentage whereby the knowledge pool of the said class is being covered by this type. It should not have been such. Same way grade III and IV too do not give encouraging results of this type.

Speaking clearly, multilateral correlation should have covered the vast knowledge area in different classes. But the

GRAPHS BETWEEN GRADES AND PERCENTAGE OF CORRELATION

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SCALE— ON OX → 10 DIVS = 1 GRADE
ON OY → 10 DIVS = 5 %



facts are there to reveal the actual position. In this way, we cannot have bright conclusion to draw in favour of this technique. The variations in percentage of different grades speak poor of this technique of correlation.

~~Collateral correlation:-~~ Collateral correlation:-

Now we are to think of one more type that is collateral correlation- the place it has occupied in our every-day working of the schools.

In fact, this type is nearing the 'learning by doing' in education. It is a matter of investigation to find the accurate place occupied by this type in the schools and the knowledge pool covered by it. The following table stands as such:-

TABLE NO. 6.

Grade				Percentage
I	...	...	...	10%
II	...	...	...	10%
III	...	...	...	5%
IV	...	...	...	2.5%
V	...	...	...	2.5%

Speaking clearly, colleteral type of correlation should have been much popular in every grade of the schools but the table above reveals otherwise. The teachers donot seem clear about this type of correlation.

Collateral correlation gives an opportunity to have knowledge and action simultaneously in the day-to-day working of the class teaching. But the table doesnot speak so. The percentage covered by this type of correlation is very low. It ~~varien~~ varies from ten percent in the class first to 2.5% in the class V. Same way class II indicates 10% and III only 5%. This difference in the two classes i.e. II and III indicates 50% difference of the knowledge pool covered by each of them. In comparis~~an~~ with the other grades the % covered by class I is appreciable, but in this grade the scope of this type of correlation can be more frequent and regular whereby most of the knowledge pool in the lower grades can be covered through life - situations activities.

Utilizing social environment for correlated teaching:-

It has been made quite clear from ~~time~~ time to time that craft is not the only media of education in Basic Education. But there are other centres too that is physical and social environment as media of education. In this way there are the three centres of learning in Basic Education. They are crafts, physical and social environmental activities. So to say life - situation activities are the prescribed centres of learning in this education.

It has been quite unfortunate that craft is considered the only media of education. The other two centres remain ignored. The investigation carried out in this field is tabulated below:-

TABLE NO. 7.

S.No.	Name	Percentage
1.	Religious Festivals ..	20%
2.	National Festivals ..	15%
3.	Social Festivals ..	15%
4.	Fairs ..	Nil%
5.	Visiting the local workshops ..	5%
6. Vis	Visiting social Institutions ..	5%
7.	Organising cultural programmes ..	15%
8.	Visits to Historical places ..	5%
9.	No activity ..	20%

Speaking lucidly, social environmental activities are mostly inexpensive and the teacher has ample opportunities to utilize this centre as media of education. In fact, this centre has close affinity with life and in our every day life we are to take part of our own record accord in these activities Festivals, cultural shows etc. form the base of our life and it is the teacher to utilize such occasions to the advantage of all - round education of children. In this way, we hope that most of the knowledge pool could be covered through these activities. But it is not so. The table gives the gloomy picture of this aspects also.

It is encouraging that 20% of the knowledge pool is being covered by religious activities and 20% of the schools

do celebrate the religious festivals for correlated purposes. Same way social festivals are also being utilised by 15% . But it is surprising to note that fairs are not being utilised for correlated teaching in any of our schools. The percentage therein is 0% . Same way only 5% of the school visit local workshops and social institutions for correlated teaching. It is remarkable to note that 15% of the school organize cultural programme at times to utilize the same for correlated teaching. 5% of the schools visit the historical places at times. But it is said sad that 20% of the schools are not having any activity of this type. They may be organizing cultural shows etc. at times but not to correlate the knowledge with the same.

It is a known fact that fairs are playing a great part in our social life. The teacher of some initiative can well utilize this occasion for correlated teaching to make his teaching effective and concrete. But the table above gives the sad picture about the same. It is also noteworthy that 20% of our schools are immune from any activity whatsoever. This fact revealed in the table above can lead us to think about the orientation of teachers. It is a sad phase that has come forward and presented sad stage of affairs in our schools whereby the children remain deprived of the knowledge treasure around them.

National festivals are becoming popular in our schools whereby 15% are at present utilizing the said festivals for educational purposes. Visits to historical places should have been very common. But the percentage above reveals otherwise.

In some religious festivals occupy important place in our schools. The same is not the case with other social environmental activities.

Utilizing activities of Physical environment for correlated Teaching:-

This is an admitted fact that one more knowledge treasure is hidden in the natural world around us. Activities of General Science have enough scope to give pupils an intelligent and appreciative outlook on nature. Habits of accurate observation and of testing experience by experiment is only possible through the activities of General Science. But the teachers mostly do not find themselves in a position to utilize the activities of General Science for correlation purposes. The Dismal picture is revealed by the table given below:-

TABLE NO. 8.

S.No.	Name	Percentage.
1.	Collections ..	15%
2.	visits to natural sites ..	35%
3.	Observation of Sky etc. ..	15%
4.	Animal Study ..	10%
5.	Plant Study ..	5%
6.	Observation of Insects etc. ..	0%
7.	No activity ..	20%

It has been appreciable that 35% of the teachers

take advantage of the visits to Natural sites. In fact, it has been a good tradition to have excursion in our schools. Fortunately, this occasion has been utilized by the Basic Trained Teachers for correlated purposes. 35% are utilizing the same to impart knowledge in the day-to-day working of the schools.

It is in fact, strange that the activities of collection have not been encouraged in our schools. With the result that a low percentage of only 15% have given place to these activities in their schools. Speaking clearly, these activities are mostly in-expensive and the teachers of vision can take the best advantage of all these activities. But this has not been the case. The facts speak otherwise.

The other activities of animal study and plant study can be well introduced in our schools. But it is not so. Only 10% and 5% of the teachers utilize these activities for correlated purposes. Considering educationally, these activities have important place in the parlance of education and taken from Economic point of view, these are mostly inexpensive. Besides, these appeal the very interests of the children. But it is surprising that activities of this type too are not finding place in our schools.

Observation of insects etc. do not cost much in any way. A teacher of ~~able~~ ability can take up these activities without much handicaps. But the percentage reveals that no teacher has utilized these activities for correlation purposes. This dismal picture revealed by the table is hopeless. The matter is of consideration and means are to be adopted to find proper place for activities of this type.

It is really ~~hermibale~~ ^{Surprising} to note that 20% of our teachers have not taken up any activities for correlation

The school without any activities would in fact be presenting a dreary look and usually unttrained teachers are in this dismal position.

Utilizing craft for correlated teaching:-

From its very dawn, Basic Education has propounded that all education is to be imparted through activities. This conception led to thinking that crafts are the only media of education. Anyway, this led to investigation and the table below reveals the exact position at present:-

TABLE NO. 9.

S.No.	Name of the crafts (compulsary and subsidiary)	percentage of teachers utilizing crafts for corre- lated teaching.
1.	Spinning ..	25%
2.	Weaving ..	2.5%
3.	Gardening ..	10%
4.	Agriculture ..	0%
5.	Card Board work ..	15%
6.	Wood work ..	0%
7.	Local Crafts. ..	7.5%
8.	No activity(Crafts) ..	40%

Inspite of its prominent place in Basic Education, crafts too have not wielded important place in the every-day working of our schools. Spinning has been taken up mostly by our schools because of its being handy and inexpensive as per

as per the investigation. Continuous spinning has the apprehension of becoming routine, dull and dreary. But unfortunately too much emphasis has been given to spinning at the very dawn of this scheme. Day-by-day changes creeping whereby activities of different type are to find place in our every-day work.

~~Even~~ Even now, spinning is popular in most of the schools. 25% of the teachers are taking spinning as their chief activity for correlated teaching. This is appreciable from this point of view that activity has found place in the day-to-day working of our schools. And most of our schools are covered by this activity because of the easy possibilities inherent in it.

Weaving has not been much popular in our schools. Only 2.5% have taken it up for correlation purposes. Lack of accommodation and handy equipment is said to be the handicaps for this crafts.

It is appreciable that 10% of our teachers have taken up gardening for correlated teaching. Here too lack of land and other equipment is said to be the handicaps. The % can go higher in case other substitutes in the form of earthen ~~parts~~ pots etc. are utilized for this purpose. Even small land attached almost to all schools can also be well - utilized for this purpose. The percentage at present is appreciable because of the handicaps inherent in it at present, otherwise the picture as per table is not encouraging.

15% have taken up card-board work for correlation teaching. This speaks well of the craft.

It is sad to note that only 7.5% teachers have been utilizing local crafts for correlated teaching. In fact, the craft should have educational scope in every-way. But mostly

local crafts are having such possibilities. The raw-material for such crafts is locally available and educational potentialities are always there. Unfortunately, teachers are not aware of this and they take spinning, Agriculture, and gardening the only media of education as prescribed by the Zakar Hussain Committee Report. This misconception ~~as~~ revealed from the information deserves consideration. That is why such important crafts have remained out of our schools. The dismal figure is not encouraging.

There are about 40% who have not at all taken any activity for correlated teaching. Information revealed that mostly these are untrained teachers. In this way our schools mostly remain ~~the~~ deprived of the new movement in education.

Utilizing areas of learning through activities:-

To speak more precisely, Basic Education is only a change of emphasis from one part of the curriculum to the other, as also from one centre of correlation to another. The broad outlines of the areas of learning remain unaffected. The curricular contents remain almost the same. Hence it is desirable to assess the present position of the curricular contents and how far they are covered up by the technique of correlation. Firstly the curricular contents of language are taken up for investigation. The table given below shows the curricular contents of the language that are covered up ~~by~~ through the activities at present:-

LANGUAGETABLE NO. 10.

Grades	Prose	Poems	Drama	Story	Other contents
I	10%	0%	0%	0%	0%
II	20%	5%	0%	0%	0%
III	15%	0%	0%	0%	0%
IV	10%	2.5%	0%	0%	0%
V	5%	5%	2.5%	0%	0%

"The proper teaching of the mother tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no one can develop precision of thought or clarity of ideas". * Hence the curricular contents of language can in no way be left aside. The table above gives the dismal picture of the curricular contents that are covered at present through the correlation techniques. It is not encouraging to find that the prose alone is at present being covered by this technique and that too only 20% in the grade II and the other grades vary from 5% to 15%. In grade V, only 5% of the curricular-ee curricular contents are covered at present. This reveals that 95% of the knowledge pool is yet left to be tackled by traditional method. Unsuitability of text -

* Zakir Hussain Committee Report - Hindustani Talimi Sangh

books is contributed the chief cause of this handicap as per investigation.

It is surprising that most of the poems have no scope to come under this technique at present. The investigation has revealed an important aspect of the area of knowledge that had remained ~~unnoticed~~ unnoticed so far, and left to be tackled by the traditional method.

Again we are, to face the actualities whereby we find as per table above that the drama and story remains uncovered through this technique. This is a matter of consideration and deserves special attention.

Mathematics:-

This subject occupies an important place in our every-day life. In Basic Education, it has found a suitable place to develop in the pupil the capacity to solve speedily the ordinary numerical and geometrical problems arising in connection with his craft and with his home and community life. In this way, the curricular contents of this subjects- deserved to be correlated with the life - ~~suit~~ situation activities. But the investigation does not speak so. The table is given below:-

TABLE NO. 11.

Grade		Arithmetic	Geometry	
I	..	20%	..	0%
II	..	20%	..	0%
III	..	25%	..	0%
IV	..	30%	..	2.5%
V	..	30%	..	5%

In fact, mathematics forms the base of our every-day life. Ordinarily, most of the curricular contents should have been covered through this technique but the table above does not reveal so. Mostly it is due to the fact that our knowledge is confined to the text-books teaching, whereby most of the matter has remained untouched.

In first grade only 20% of the curricular contents of this subject have been covered, while in the V grade 30% has been taken up. In this way results are not encouraging.

The curricular contents of this state have enough scope to be taken up through the correlated techniques but the text-books of the said subject do not coincide exactly with the curricular contents. This anomaly has stood in our way to take up this technique properly and cover most of the contents. This has been made quite clear by the investigation at hand.

Social Studies:-

It is an admitted fact that the subject of social studies has important place in our curriculum. This subject enables to develop a broad human interest in the progress of mankind in general and of our country in particular. The proper understanding of ~~his~~ social and geographical environment can be made comprehensive by this subject. Besides, love of the motherland, reverence for ~~its~~ past, and a belief in its future destiny as the home of a united co-operative society based on love, truth and justice can be instilled through this subject. This subject deserves to be tackled properly in order to cover most of the contents through the technique of correlation. The present position of this subject is deplorable. Most of the curricular contents have been left out. The table is to reveal

Table No. 12.

Grade	Civics	History	Geography
I	0%	5%	2.5%
II	5%	10%	10%
III	5%	10%	10%
IV	10%	15%	15%
V	10%	10%	7.5%

Social Studies is considered only one subject, but to get the clear picture of its working in our schools, it has been divided into three of its natural branches. The investigation revealed that in grade I, Civics remains untouched, while History covers 5% of the knowledge pool and 2.5% is being covered by Geography. In this way, only 7.5% of the total knowledge pool of social studies is being covered through the technique of correlation. The present state of percentage is not encouraging in class I as given above.

covered in

The area of knowledge of class II in this subject does not show any high percentage. This is mainly due to the fact that our teachers take resort of the text-books in this subject. New out-look is desirable.

The class V indicates fair proportion of curricula contents having been covered through this technique. But this too is not to the marks. The other classes too reveal the dismal picture prevalent at present. The investigation revealed that about 75% of the area of knowledge has been left out to

to be tackled by the traditional method. This ^{is} not fair.

General Science:-

This subject is the back-bone of the elementary curriculum ~~in our~~ for our Basic Schools. The subject creates and intelligent and appreciative out look on nature. It is to form the base of observation and or testing experience by experiment. We are all-round surrounded by Nature. This is to be explored by being continuously in touch with it. It has been sad experience that this subject too has not been able to ~~established~~ establish itself in this technique. The table below shows thus:-

TABLE NO 13.
General Science.

Grades		Percentage of the knowledge pool covered.	
I	10%
II	10%
III	10%
IV	15%
V	20%

The table above is enough to reveal the sorry state of this subject in our schools whereby, almost 80% of the knowledge contents are left out to be tackled by the traditional method.

In class I , only 10% of the area of knowledge is covered by this technique and the other 90% by traditional method. In this way, the results are not encouraging.

Same way, in other classes too that is II and III the percentage covered by this teaching technique is only 10% This is not fair.

In grade IV, 15% has been covered and the rest to be taken up by the traditional method.

The results of investigation of class V are not also encouraging. Here too, 80% has been left to cover by traditional method and 20% through the correlated teaching. This too is not genuine for most of the area of knowledge is to be covered by the traditional method.

Ordinarily, General Science can form the base of correlated teaching in case the teachers are of vision and ability. The handicaps have marred the results of this subject. Though inexpensive, it has not been able to find proper place in the technique. This has boldly been accepted by the teachers of all ranks.

Art and drawing:-

The Zakir Hussain Committee Report says, "The art is necessary to train the eye in the observation and discrimination of forms and colours. It is to develop the memory for forms. It is to cultivate a knowledge of and appreciation for the beautiful in nature and in art."*

In spite of its important position in life, art has remained a neglected subject in our curricula and class teaching. This subject has not been able to find its proper place in the class teaching too whereby the pupil feel cut off from this aspect of education, which is most essential for life.

* Zakir Hussain Committee Report - Hindustani Talimi Sangh -

Correlation at a glance

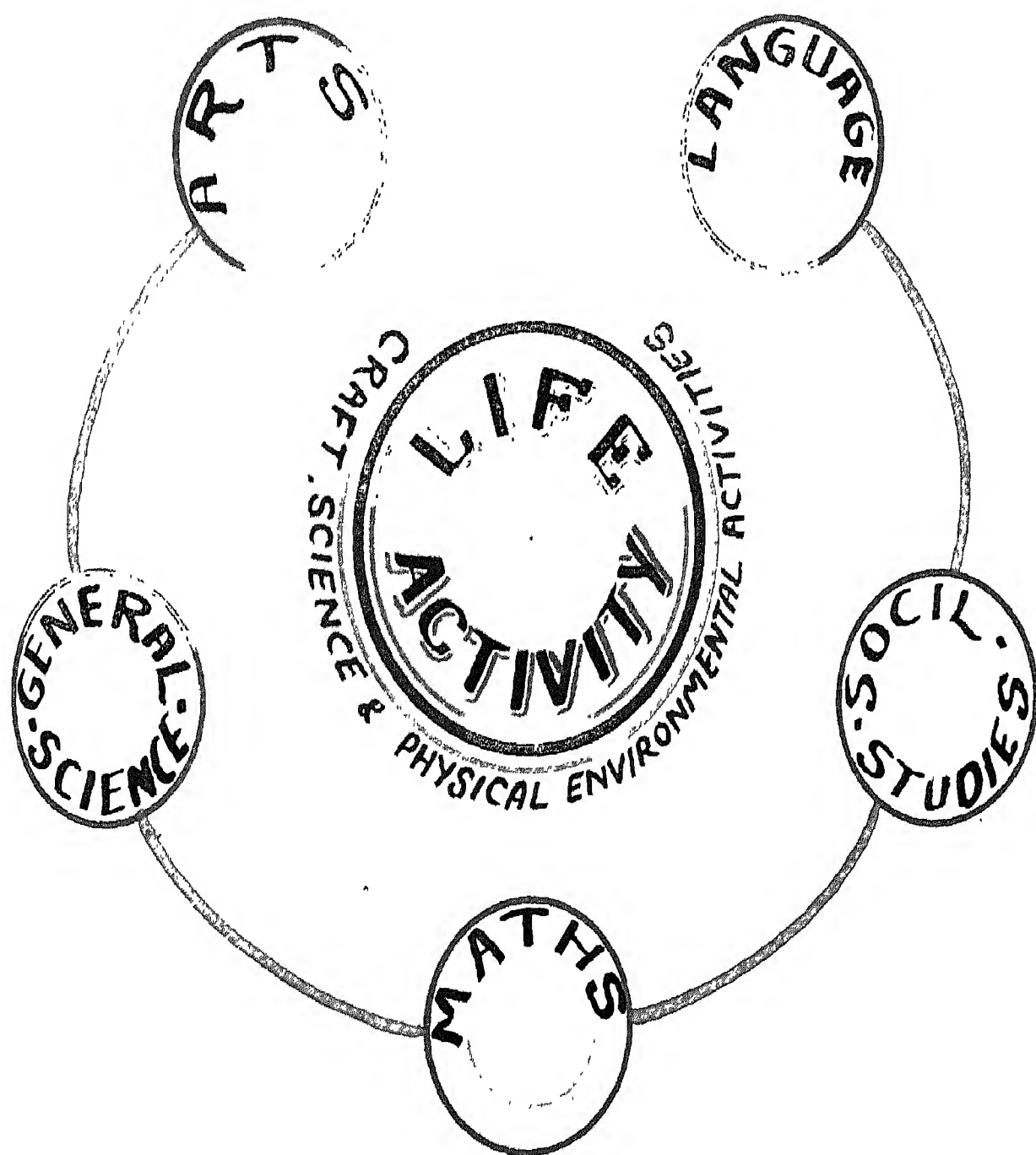


TABLE NO. 14.
Art and Drawing.

Grade			Drawing.
I	..	..	0%
II	..	..	0%
III	..	..	0%
IV	..	..	0%
V	..	..	0%

The table reveals the dismal picture of the drawing at present in our schools. Some teachers do take it up separately but mostly it is being side-tracked because of having no place in the curricula meant for elementary schools of our Pradesh. In this way, re-orientation would be required from top to bottom to enlist this important subject in the curricula in order to enable our youngsters to take advantage of it.

The report of Zakir Hussain Committee even has been kept a-side. The curricula meant for elementary schools has not given any suitable place to this subject as a subject in itself. Hence the dismal picture given in the table is quite appropriate and justified. But at the same time it is a challenging also.

Correlated Teaching at Teacher Education level:-

The teacher is the pivot of the Educational system and ultimate success of all our educational endeavours and movements depends wholly and solely on the keenness and capacity of the teacher who are to work them out practically.

It is, therefore, important that teachers engaged in the work of training teachers have clear conception of the new movement and are fully acquainted with the new techniques.

The technique of correlation requires constant practice and training institutions are to organise their practice - teaching in such a way as to enable the student-teachers to have clear conception of this technique. The investigation carried on in this field is tabulated below:-

TABLE NO. 15.

Kind of lessons delivered.		Percentage.
Traditional method Lessons.	..	80%
Correlation method lessons.	..	20%

The table indicates that there is still important place of traditional method lessons in our training Institutions. Ordinarily, more number of lessons should have been of correlation technique and less of traditional because the new technique required ample practice for its proper implementation. The case is not such. The table reveals otherwise. In this way the new technique has remained a mystery. Wherever, a good number of correlated teaching lessons are being delivered, there the student-teachers are showing confidence in the implementation of the new technique. This is quite clear from the replies received from the heads of the training institutions.

It is a common saying that our training institutions are failure. It is because that the student-teachers trained in these Institutions do not get enough training and confidence to face the actual conditions of the schools after their training

The investigation carried on in this field has revealed the transparent truth that the correlated teaching lessons are being practiced in the training institutions. 20% is not an adequate number of lessons for this new movement. Hence the grave set-back is there, whereby the correlated technique is not much popular in the field.

This is not all. We have to assess the potentialities of the training institutions in the field of crafts work and other activities connected with life. The table given below reveals thus:-

TABLE NO. 16.

Names Crafts at work			Percentage
S.No.			
1.	Spinning	..	100%
2.	Weaving	..	40%
3.	Agriculture	..	60%
4.	Wood-work	..	40%
5.	Book Craft	..	100%
6.	Home craft	..	20%
7.	Clay work	..	100%
8.	Other crafts	..	30%

It is necessary to assess the present position of crafts in the training institutions in order to enable the investigator to find out the scope that correlated teaching can have through these crafts. It is appreciable to note that the investigation revealed the place of spinning book-craft and clay work as supreme in our training institutions. All the training institutes are having these crafts and fortunately

the said crafts are having educational potentialities and scope for correlation purposes. But on the other hand Agriculture is lagging behind. The percentage of this craft is only 60% . This does not seem logical. Agriculture has the greatest educational ~~perten~~ potentialities and is quite suited to our evirons.

It is really said that only 40% of our training Institutions have taken up weaving as the Basic Craft, and more and more have taken up an easy craft that is clay work. The investigation indicates that the important crafts are done away with and easy craft without much consideration are yielding their place. In this way, chaos and confusion is ~~nees~~ natural in the implementation of the correlated teaching.

Again, it is a matter of investigation to find that how the training institutions are utilizing the social and physical environmental activities for correlation purposes. Here it will be necessary to include the percentage of the craft activities too in order to give the clear picture of all the activities in vogue in our shcools. The table below indicates thus:-

TABLE NO. 17.

Centers of correlation			Percentage
Social	..	..	10%
Physical	..	..	20%
Craft	..	..	70%

The table reveals that the activities aof social and physical environment are not much popular in our schools.

While the crafts have found the proper place in most of them. Speaking lucidly, activities of social and physical environment are mostly inexpensive and they should not have been lagged behind. This in fact, requires reorientation of teachers whereby these activities will have to find the proper place in the practice teaching of the student-teachers. Some lessons should be fixed for these centres in order to enable us to utilize them to our utmost for educational purposes.

The investigation revealed that the inadequate ratio of teachers and pupils is also hampering this technique. ~~Set~~ Some training institutions are far from the habitation and the schools nearby are having ^{located} ~~appear~~ a poor role of ~~32~~ ~~thirty-two~~ 30 to 35 and the student- teachers are atleast 100 to have their practice teaching in the schools. This inadequate number of pupils does not permit ~~aple~~ ample opportunities of practice teaching. The table ^{reveals} ~~mentioned~~ thus:-

TABLE NO. 18.

Pupils ^{per} / teacher ratio		percentage.
Upto 5 pupils	..	20%
Upto 10 pupils	..	30%
Upto 15 pupils	..	40%
Upto 30 pupils	..	10%

The table has revealed the fact that 10% of teachers in the training institutions are lucky enough to have the ^{adequate} ~~adequate~~ /number of pupil ~~in the~~ in their classes i.e. ~~one~~ 1: 30. The 20% of teachers have to remain contented with only 5 pupils during their training period. In this way, they don't get an opportunity to have adequate training ~~under~~

in the training institutions under the guidance of their able and experienced members of the training institutions. 30% of the teachers are to remain contented with only ten pupils in their classes during their apprenticeship in the Training Institutions. These artificial conditions are ultimately responsible to defeat the cause of this new movement. Student-teachers lack confidence and prove misfit to face the actual situation after their training.

Now again we have to find the place that the techniques of correlation have found place in our schools. The table relates thus:-

TABLE NO.19.

S.No.	Types of correlation	Percentage
1.	Unilateral ..	60%
2.	Bilateral ..	20%
3.	Multilateral ..	10%
4.	Collateral ..	10%

It is appreciable that unilateral type of correlation has found place in most of the Training Institutions. It is probably due to the fact that period-wise teaching is yet in vogue in our schools. The bilateral is only at work in 20% of our Training Institutions and collateral only in 10%. This shows that both of these types of correlation are not receiving proper attention. The percentage of multilateral should also have been high. But lack of equipment etc. are the causes mentioned by the teachers thwarting this implementation of this technique.

To sum up, there is need of having clear picture of

the correlation techniques under the conditions as they are. The table below shows thus:-

TABLE NO. 20.

S.No.	Description	Percentage covered by the concerned
1.	Periodwise time table in schools.	90%
2.	Block teaching " "	10%
3.	Regular Annual Budget entrusted to schools	0%
4.	Trained Teachers in Basic Schools.	40%
5.	Definite rules regarding posting of trained teachers in Basic Schools.	0%
6.	Traditional type of examination	100%
7.	Guidance from above	5%
8.	Basic Trained Asstt. Distt. Ed.Os.	5%
9.	Basic Trained Distt. Edu. Officers.	0%

In the context of the above table, we can say that that the ideal conditions are not prevailing at present for this technique. Correlated teaching requires block teaching decentralization, assessment and guidance from time to time. Unfortunately most of them are lacking at present.

Block teaching is in vogue only in 10% of the schools. The budget is being controlled by the District Education Officers, whereby there is complete centralization of finance leaving the teacher quite helpless to look his officers for financial aid at times off and on. In this way there is dissatisfaction amongst the teachers throughout.

Correlated teaching stands against the present day examination system. Need of assessment is being felt for

this technique cannot go a-head under the present day odd conditions of grave restriction.

Ordinarily, Basic Trained Teachers should have found their place of posting in Basic Schools. But this is not the case. Only 40% of the teachers are Basic Trained in our schools and the other 60% are untrained having their own traditional notions of teaching. In this way the results are not favourable. This technique requires sympathetic supervision for its growth. Moreover the said supervisory staff should be trained also to guide the teachers in their every day work. But the table above reveals otherwise. Only 5% of our Asstt. Distt. Educational Officers are Basic Trained and the rest 95% are not well - acquainted with this technique. In this way, the work suffers for want of efficient supervision.

INTERVIEWS:-

To get t-he clear picture of the technique at work, personal contact with the concerned field workers was considered essential from every point of view.

Interview schedule contained the three aspects.

They are :-

- (a) Existing position.
- (b) Factors impeding correlation.
- (c) Suggestions for its proper implementation.

The investigator had to contact about 20 Head Masters of Basic Schools. This contact revealed that most of the important information had yet remained in abeyance. The information supplied through questionnaires was not quite

accurate. The difficulties enunciated are by 13^{Headmasters} out of 69
18 were as follows:-

- (a) Centralization of finance.
- (b) Lack of equipment.
- (c) Supply of raw material at inopportune times.
- (d) Unsuitable books.
- (e) Subject curriculum.

(a) Centralization of Finance:- The Head Masters of were of this view that centralization of finance at the district authority level hampers work. In this way activities are not being taken up for want of finance.

(b) Lack of Equipment:- Mostly this complaint was put forward almost in all the areas. Proper planning to equip the schools is essentially required at the present juncture.

(c) Supply of raw material at inopportune times:- mostly the Head Masters were of this view that the raw material is not being supplied to them quite in time when the schools are in full swing. The raw material is usually supplied to them at the faggon of the year in the month of March when the pupils as well as teachers are in no way to take up the craft activities because of being the examination quite at hand.

(d) Unsuitable books:- The text-books of to day were mostly considered unsuitable for this technique. Examples were put forwarded- whereby some lessons in language had no scope to be correlated with any of the activities.

(e) Subject curriculum:- This too was a enunciated some of them to hamper this technique. Lack of Proper areas of knowledge were finding place in the curriculum quite separately - far from each other. In this way teachers are not able to take up this technique for they have no clear idea about the same.

Three Head Masters out of 18 complained about the supervisory staff. Their main complaint was that the proper guidance was not forthcoming whenever it is required. In this way, the difficulties remain as they are.

Five out of twenty expressed their difficulties about accomodation, equipment and raw material.

TEACHERS VIEW-POINT:-

Teachers had their own say about this technique. Besides the difficulties enunciated above, the teachers complained against the following:-

- (a) Rigid Time table.
- (b) Lack of permissive atmosphere.
- (c) Lack of supervision.
- (d) In-adequate training.

(a) Rigid Time Table:- 60 teachers out of 80 complained that the present day time table is ⁱⁿ no way suitable for correlated teaching. Restrictions laid down by it hamper the every day working of the school as desired in the technique of correlation. At present there is restriction from above and subject period-wise teaching does not permit correlated teaching. This statement is quite correct and requires consideration.

(b) Lack of permissive atmosphere:- The new technique of correlation requires free atmosphere for its growth. This is quite absent at present as mentioned by the teachers of all ranks.

(c) Lack of supervision:- 30 out of 80 ~~had~~ spoke that the proper guidance from their heads and Inspecting Staff is lacking in every way. In fact this technique can only grow

under sympathetic and efficient supervision. In fact, this technique requires in-service guidance course, seminars, workshops etc. to clarify the technique and reorient the teachers from time to time. 30% out of 80 suggested the said means to overcome the difficulty.

(d) Inadequate training:- 25 teachers out of 80 complained that their training had been inadequate and they have not been able to pick^{up} this technique properly during their training. Thereby they fail to face the actual conditions after their training. In fact, the present duration of one year training in Training Institutions has been the cry of the day and all conferences at the highest levels have advocated to prolong the said course.

CORRELATION FROM THE PRINCIPALS OF TRAINING INSTITUTIONS POINT OF VIEW:-

The investigator had an opportunity to ~~contact~~ contact 13 principals of Basic Training Institutions. The discussions with them were quite informal, free and frank. They admitted that the training imparted at present is quite inadequate. 10 out of 13 were bold enough to admit that the conception of correlation is not quite clear to the members on the staff of their Institutions.

Five principals out of the said number complained that they are not having any practicing schools attached to them. In this way they have no first hand knowledge of the field work. This in fact, is sad that the Training Institutions have not been provided with the practicing schools to experiment this ~~see~~ technique properly.

Two principals revealed that their Institutions are not having any craft instructors on their staff for the last

about a year. In this way the student-teachers have not been able to pick up even the preliminaries of the crafts and other activities. This sorry state of affairs is to go. The Training Institutions should always have adequate staff to do justice to the various subjects and crafts ~~feel~~ top.

Again,¹⁰/Inspecting Officers too ~~where~~ contacted. They frankly had ~~ad~~ admit that the present work load does not permit them to look to this side. Moreover the very conception of correlation is not quite clear to them. In fact, workshops etc. would be required to acquaint them with this technique. These workshops should be organised at times and should be the regular feature of the Training Institutions.

The District Educational Officers, when contacted had to admit clearly that the present work load does not permit them also to look to the academic side of the schools under their control.

The investigator had to contact the parents also to have their out look about this technique. All the parents were not at all interested in any of the technique in vogue in schools. But as a layman, they admitted frankly that the Basic Schools in their area attract children in large numbers. Thereby it was clear to them that the schools have some thing to appeal the interests of the children.

OBSERVATION:-

Personal observation revealed strange mystery that the questionnaire and the interview had not placed the perfect picture of the correlated teaching at work in our schools. Hardly ~~1%~~ 3% of our teachers are having their teaching through correlation. In some schools, activities of social and physical environment are very popular. But most of the subjects are not

are not correlated with the said activities. I

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In fact, observation was the only option now left to witness the correlated teaching in class room conditions himself in order to get the axact picture of the whole process. The investigator found the dismal picture of this technique in schools. "Association of ideas" is being confused for correlation. Same way much is being ignored that is easily available for correlation purposes. Only four percent of the schools have been found utilizing in-expensive crafts for correlated teaching. The investigator visited fifty schools and found ~~these~~ crafts in vogue only in two schools.

mostly teachers were found enthusiastic to take up the correlated teaching immediately after their training. But for lack of proper atmosphere they take up the traditional method - i.e. easily ascessible to them.

It has been very sad to note that 2 Training Institutions out of 5 were not atall quite clear about this technique themselves.

On the premise of what has been obeserved so far, the investigator can establish the following generalisations:-

(a) Teachers mostly have nither will nore inclination to take up this technique because of the difficulties inherent, in its working.

(b) Lack of equipment, subject curriculum and rigid time table impede its growth.

(c) Inadequate guidance and training contribute to its failure.

P A R T IV.

CONCLUSIONS AND SUGGESTIONS.

After having put in strenuous efforts of some months, we are in a happy position to review the whole of our findings and reach a t certain conclusions.

In fact, these findings portray before us a clear picture and appraisal of the existing conditions of correlation techniques in our schools. At this stage, it shall be our endeavour to take a bird's eye view of what has been discussed in the foregoing chapters, at the end of which future possibilities of exploration and research are to be considered. This chapter is therefore an attempt a general summary of the findings and suggestions which are given in the same order in which they find their place in the part second.

TYPES OF CORRELATION.

It has been a very sad picture to note that only 4% of our teachers are well acquainted with the techniques of correlation. Mostly ' Association of ideas ' is confused for correlation. The ignorance in this way has thwarted the technique and teachers on the whole remain away from it. Often multilateral type of correlation is in vogue in our schools. The other types are not mostly known to the teachers. Though collateral type of correlation is much useful according to the situations a t times and that too has been ignored. Same way bilateral type too can be utilized where

period-wise teaching is going on at present. In this way the teachers are not having clear conceptions about the same.

To overcome the above difficulties, the following suggestions are being proposed:

- (a) Adequate knowledge of the types of correlation.
- (b) To utilize each type according to the needed situations.
- (c) Preference to be given to multilateral type of correlation where necessary.
- (d) To the best of the efforts 'association of ideas' should be avoided.

UTILIZATION OF ACTIVITIES FOR CORRELATED TEACHING.

(a) Activities of social environment:- It has been surprising to note that only 10% of the teachers of our schools are utilizing activities of social environment for correlated teaching. Mostly their ignorance has contributed to this state of affairs. The following suggestions are enough to overcome this problem:

1. Utilizing religious, national and social festivals for teaching.
2. Utilizing fairs for educational purposes.
3. Utilizing social institutions and other social welfare agencies for educational purposes.
4. To organize visits local workshops, markets, and other places of social importance.

Mostly these activities are inexpensive and the teacher should utilize them according to the situations.

Celebrations of ' Jayanties ' and festivals of any kind i.e. religious, national, international, educational and local are in no way costly but the vision and capability of the teacher would of course be required to utilize them properly. Besides, cultural and recreational activities too can be taken up at times for correlation purposes.

The school can well organize the following activities inside ~~the school~~:-

- (a) Self government.
- (b) Assembly.
- (c) School magazine.
- (d) Wall news paper.
- (e) Debates and forums.
- (f) Games and sports.

Activities outside the school:-

- (a) Cleaning the surrounding area.
- (b) Health activities in the community.
- (c) Digging of soak-pits etc.
- (e) Construction of roads, drains etc.
- (f) Survey of the neighbouring villages.
- (g) Cleaning tanks.
- (h) Collection of materials and equipments.

(b) Activities of physical environment:- It has been very sad to remark that only 17% of our teachers on the whole utilize activities of general science or physical environment for correlated teaching. This percentage can go much higher in case the teachers are well acquainted with the nature of activities that are to be practised in our Basic schools. Proper planning can in no way be set aside for any moment in-

movement in the educational endeavours . The activities of physical environment deserve to be planned and classified properly before their execution. Some of them are given below for ready reference:-

- (a) Topology of the locality i.e. visits to springs, rivers, tanks, lakes, hills, forests and deserts.
- (b) Observation of plants, animals, birds and insects around us.
- (c) Health and sanitation parades.
- (d) Observation of seeds, natural phenomenon, etc.
- (e) Visits to fields, places of natural importance.
- (f) Collection of seeds, leaves, flowers, plants, decayed nests, feathers, variety of soils, stones etc.

(c) Utilization of craft activities:- It has been concluded that only 9% of our teachers only on an average have taken up activities of crafts for correlated teaching. Spinning prevails in 25% and weaving has been taken up by only 2.5%. Card-board work has gone up to 15% and gardening to 10% only. This is of course strange anomaly. Various causes are said to have contributed for it. Any way the practical suggestions can alone help to overcome this difficulty. They are :-

- (a) To introduce inexpensive crafts in schools, just as:-

- (i) Clay-work.
- (ii) Bamboo-work.
- (iii) Fibre-craft.
- (iv) Palm-leaves work.
- (v) Papermacy work.
- (vi) Paper-cutting work.

(vii) Dolls making (from gags).

(viii) Mat making (from local materials) etc.

(b)

To introduce local crafts in the schools having educational possibilities.

(c)

To introduce only those crafts which are suitable to the age, aptitudes of the children just as, spinning, gardening, card-board work, elementary weaving, in the Junior Basic stage. No emphasis to be given to those crafts which the age and aptitude of the pupils do not permit.

(d)

Variety of crafts is essential in schools to remove drudgery and dullness.

(e)

To undertake proper planning of activities at the eve of each session.

(f)

To keep in view all the materials available for executing the crafts.

(g)

To undertake such craft activities which cover more areas of knowledge through correlated teaching.

AREAS OF LEARNING :-

It has been quite unfortunate that Basic education is considered as craft-centered education but it is not so. It has been made clear from time to time that Basic education is the child-centered education and craft is not to be taken in the form of activities but as a centre of education to impart the knowledge of various knowledge-contents. The investigation reveals that hardly 11% of the present curricula on the whole is being covered by the activities of crafts, social and physical environment.

It is, indeed, a question of grave concern as to how the curricular contents can be covered through the activities. On the basis of experience, it can be said that the percentage of this area of knowledge can go up to 80% in case activity-cum-subject curriculum is made available to the teachers. Subject curricula of these days can not work well. The teacher has the traditional notion of subject teaching and subject curricula is at his disposal to induce him to take up the traditional method. To do away with this impediment, we will have to devise the following:-

- (a) Subject-cum-activity curriculum.
- (b) Proper planning.
- (c) maintenance of daily records.
- (d) Introduction of variety of activities.
- (e) Flexible time-table.
- (f) Continuing teacher system.
- (g) Block teaching.
- (h) Proper evaluation.

TEACHER EDUCATION:

No one can deny that teacher is the key of success for any educational plan and endeavour. Basic education can in no way be an exception. It is essential to have our training institutes well equipped and well staffed to radiate the new light in the parlance of education.

It has been very sad to note that 30% of our training institutions are ill-equipped and 40% of them are not staffed properly. Besides, 80% of their practice teaching is going on traditional method and 20% alone on correlation technique. Same way the investigation revealed that pupil-teacher ratio is not

as it should have been. In some training institutions the pupil-teacher ratio is ~~five~~ 5:1 and 30% are having 10:1 and 40% , 15:1 and the lucky 10% are having their practice teaching in ideal conditions where we find the ratio 30:1 . In this way most of our teachers do not get ample opportunity to have their practice teaching in congenial conditions as is much needed for this technique.

Same way crafts too are not getting their due place in our training institutions. The investigation revealed that spinning, book-craft and clay-work are in vogue in all the training institutions while weaving, agriculture and wood-work have found place in some of them. The percentage of those vary from 40% to 60%. This is appreciable keeping nature and the local situations of those institutions in view. But it would have been advisable if variety of local crafts find place in our training institutions. Moreover, the efficient staff of craft instructors is always available in them. The lecturers too on the staff of these institutions should be well acquainted with the crafts. In ~~some~~ the suggestions for proper implementation are as follows:-

- (a) ~~At least~~ Duration of training course should be of two years at undergraduate level and one and a half year at the graduate level.
- (b) The lecturers of training institutions should be quite well up in crafts.
- (c) Craft instructors should be well trained and qualified academically to take up the crafts from correlation point of view.
- (d) At least thirty whole day practice teaching lessons should be made available to the student-teachers in their practice teaching.

(e) Practice teaching should be organized in such a way as to enable the student teachers to face the actual conditions that they will have to confront after their training. Artificiality should be minimised.

(f) Activity-cum-subject curriculum should be taken up by the training institutions and find^{it}/out at work in the attached schools.

(g) Each training institution should take up at least three schools for around development. Here the correlation techniques should be in vogue as to give the clear conception of this technique to the student-teachers under training.

On the analysis in general of the suggestions initiated by the teachers at the time of interview and from the personal observations of the investigator, the following measures are being added to make this correlation technique complete success. They are:-

(a) Better Teacher Education: It is well said that the quality of the teacher in an educational system is a more important factor than all other educational factors put together- syllabus, text-books, equipment and buildings. It is always essential to have teaching personnel quite intelligent having sense of duty and integrity. It is admitted fact that ultimate success of any of our educational endeavour depends on the keenness and capacity of the teachers who are to work them out practically. Teacher education institutes are set up to imbibe new spirit and trained teachers for 'the field'. They are to help keep in view the background of the field and that point of view that traditional teachers are having at present. It is high time now to give a new orientation to teacher training to meet the needs of new education.

The correlation technique requires constant practice and research along with it. Teacher education institutions are to prove the centres worthy of it.

Adaptation of new vision and to welcome new ideology should be the characteristics of the training institutions.

Duration of the training courses deserve reconsideration. "The committee of the Central Advisory Board of Education appointed in 1942 was of opinion, "the actual training in teaching might be completed in one year----- a minimum course of eighteen months is to be preferred at the graduate level".

Dr. Zakir Hussain committee report and assessment committee report on Basic education has recommended the minimum course of two years for the Basic Training Institutions, training teachers at the undergraduate level.

About practice teaching programme, Zakir Hussain committee recommended, " In arrangement for practice teaching the present system of giving a fixed number of lessons should be replaced by one providing for periods of continuous teaching in as many neighbouring Basic schools as possible. They should go and live inside the villages for periods of months together and return to the training schools for fresh discussions. Discussions in the light of their experience." 1

This technique can be ushered in schools when teachers will have clear understanding and vision of the new approach. Devotion to work will be a necessity. Crafts would be at their place. Teachers will have to forget their past practice and heartily welcome the "new", considering new

1. Report of Seventh All India Basic Education Conference, (H.T.S.) P.85.

education is completely different. This can be attained by re-orientation of a traditional teacher, by a process of re-education which will help him to work to his older conceptions and older mode of teaching, to a new conception and a new mode of teaching.

Fuller knowledge of the children is not derived merely ^{by} lectures and books but from a systematic observations and study of them at schools, at home, and on a more active, a more varied and a more intense participation in school activities.

Students teachers must not merely know about children, they must know children. They must be in actual companionship with children in the life of the school.

Training institutions should necessarily be residential, in order to inculcate the community spirit and mutual cooperation.

ORGANIZING INSTRUCTION FOR CORRELATION TECHNIQUES IN BASIC SCHOOLS:

1. Activity-cum-subject curriculum:- The present curricula of Basic schools need complete orientation. Activity-cum-subject curriculum would be required to guide the teachers in their every day working. This curricula should be an outcome of the teachers experience and not an imposition from above. It should be an integral whole providing scope for the integrated development of the child. (see Appendix I).

2. Block-teaching:- It is essential to have one teacher for the whole day for one class at the elementary stage. It is necessary to have this practice for successful implementation of correlated teaching. In this way, the rigidity of period-wise and subject-wise teaching is to go.

3. Continuing teacher system:- At the elementary stage we should have one teacher to be with the same class for some years in order to give them proper guidance, keeping in view their background and environs.

4. Decentralisation of finance:- Teachers should be at liberty to make some purchases for of the requirements in the form of raw-material etc. Finances should be provided to the schools to incur casual expenses.

5. Text-books:- The reign of text-books in the education of children is to go and the books are to be considered as a means and not an end in itself. It is a means by which the student is helped in his study.

Dr. Zakir Hussain committee observed the following in their report about the text-books . " It is essential that the illustrative material, the books for the teachers, and the necessary programme of correlated work should be prepared. Entirely new text-books, permeated with the new spirit, are also essential. The Board of education in each province and the Central Institute of National Education ~~in each province~~ will be able to render valuable help in this connection. The provinces which propose to establish the new type of schools must institute the requisite machinery for the preparation of these necessary books and materials at the earliest possible date." ¹

The new type of books should have close coordination with life and every day activities involved in it. The contents ~~should also~~ of each lesson should ^{provide} the scope of correlation techniques as has been done in Bihar.

6. Material and equipment:- Timely supply of material and equipment should be adhered to. This may be in the line of 'Basic education in practice', C.S. Subbarao, P.37.

FIELD FOR FURTHER STUDY:

This investigation has dealt with the following:

- (a) Existing position of correlated technique in the schools.
- (b) Factors impeding its growth.
- (c) Suggestions ~~to be made~~ to overcome the impediments.

After assimilating the views of the teachers Head masters, Principals of training institutions and supervisory staff , the investigator suggested a line of action whereby correlation techniques can find their proper place in the annals of Basic education.

The investigation of course instigates for ~~for~~ comparative study, experimentation and evaluation. It initiates towards Action Research also.

The said investigation initiates teachers for action research, Head masters for analytical and comparative study and the supervisory staff for assessment. This classification is not rigid but suggestive because of the nature of work of each.

A C T I V I T Y - C U M - S U B J E C T

C U R R I C U L U M .

॥ श्रीगणेशाय नमः ॥

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पुं०, पुल्लि०, वी०, व०, वती, वृत्ति, वृत्ति

विद्या न संवर्धित

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॥ श्री गणेशाय नमः ॥

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अथ चोदयामि ।

कीज पर तथा सीप
आदि का राज बना

ॐ नमो भगवते वासुदेवाय

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ज्ञान का साधन	साहायक विषय	भाषा	गति	सामाजिक	सामाजिक	सामाजिक

क्या हम पोंच से परिचित
करा न पुनाई न सम्य नाह
बन्ध कराने छुड़ पायु हो
आवश्यकता को जान
कराना ।

पाठ्यपुस्तक से पुस्तकीय विमोक्ष तथा समाज की सेवा
तथा हमारे उद्योग नामक पुस्तिका की न विषय गुरु
नह स्व तल्लीन हो गीते तोल करान सर नून नशा
पढाना क्रिया का छोट छोट तथा ताल जलवायुका
छोट वाक्या न लिखाना का व्यवहारिण ज्ञान बना
तथा तल्लीन न बन्ध की ज्ञान बना । बुलाह व
दहानी सुमाना । जीवन से
परिचित
कराना और
स्थानीयवुनाई
बन्धों का भिरी
क्षण कराना ।

१. तुनाई
२. सलाई पट्टी सजायाई
३. साधारण धनुष से युनाई
४. पूरक वनाना
५. नल्ली छारा क्ताई
- ६.

: दूसर सप्ताह की याचना :

:- कृष्ण ३ म रिय :-

शान की लक्षणा क्रियाय	भाषा	मन्त्र	साधना काल	साधना स्थान	साधना
साधन					
मिट्टी	पाठ्य पुस्तक में से दूसर सप्ताह मिट्टी	मिट्टी न दूसर	मिट्टी न दूसर	मिट्टी न दूसर	मिट्टी न दूसर
कृष्ण	तथा पशुपत नामक पाठ	तथा मूनि की कृष्ण	तथा मूनि की कृष्ण	तथा मूनि की कृष्ण	तथा मूनि की कृष्ण
१ मिट्टी	पठाना गाय पर छोटा	पठाना गाय पर छोटा	पठाना गाय पर छोटा	पठाना गाय पर छोटा	पठाना गाय पर छोटा
२ मिट्टी	सा गीत दृष्टस्य कराना	सा गीत दृष्टस्य कराना	सा गीत दृष्टस्य कराना	सा गीत दृष्टस्य कराना	सा गीत दृष्टस्य कराना
३ मिट्टी	तयार कराना	तयार कराना	तयार कराना	तयार कराना	तयार कराना
४ गाय वनाना	गाय वनाना	गाय वनाना	गाय वनाना	गाय वनाना	गाय वनाना
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संकी कराना	संकी कराना	संकी कराना	संकी कराना	संकी कराना	संकी कराना
६ रंग कराना	रंग कराना	रंग कराना	रंग कराना	रंग कराना	रंग कराना

: तिसर सप्ताह की योजना :

दिनांक ३ नवम्बर २०२०

शान की सहायक क्रियाय	माना	मन्त्र	मानाधिक	मानाधिक	शान
साधन			व्यवस्था		

गह का	१ लूँ की खरी वनवाना	पाठ्यपुस्तक म स	नागल की नाप ह	तुल रा नागल	लूँ पात सुध शान	अगर दी जिना
काम	२ तले की खरी वनवाना	नोकी ना पाठ	ज्वारा गण क्रेट	गरी क्वी तपा	उत्पन्न करन न तरिन	यम वनवाना
	३ लूँ की खरी वनवाना	पढाना क्रिया	इन्व का लान वना	नका धोर कीला	समकोना मूल रोग स	
	४ खरिया का गोल	पर रेट लोट	तथा गोलाकार त्रिभु	धाया ववन वाला	सहायक रोग वनान की	
	तिथी म कटाकर हलवम	वाक्य लिखाना	जा लार धाकतानार	दा लान वना	विधि वताना ।	
	वनवाना ।	तथा संयुक्ताधार	आकृतियों का शान	बिहद साज ह धर		
	५ धाकिस पह क लिय	वाल शब्दो का	कराना ।	की सर ज्वारा		
	गरी कटाना फ़ैस विप	गरी पुठका आदि		प्रत्यक्ष सानकना ।		
	कवाना ।					

: एक सप्ताह की योजना :

: कक्षा ४ के लिए :

ज्ञान का सहायक विषय	भाषा	गणित	सामाजिक अध्ययन	सामान्य विज्ञान	कला
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साधन

वागवानी	१ जमीन का चुनाव व वक़्तारों	पाठ्य पुस्तक में से धूरत ज्ञान नामक पाठ पढ़ाना खोप	भूमि की माप के मध्य प्रश्न की मू	पेड़ों का माजन जड़ों का प्रकार तथा उनके कार्य समझाना वागी	कढ़कड़ा मूसला
नुक़ाई	२ जमीन की खुदाई व नुक़ाई	सम्झकी दाह एवं गहावन कीठख	स सम्झकी प्रश्नोत्तर	खता एवं जंगल में जाकर विभिन्न प्रकार की जड़ बाल पड़	
३ साद ज्ञाना केर	मिलाना ।	कराना प्रदर्शित	ना सम्झना कराना खखखख	पाधा का भिरेकण	
४ द्यारिया वनवाना	५ पौध लगाना	सम्झकी वक़िनारा	ना सम्झना कराना	दरमना ।	
६ खिलवाई करना ।					

: तीसरे सप्ताह की याचना :

: २२ कक्षा ४ वं श्रेणिय : २२

उपस्थित छात्र	सहायक शिक्षाथ	नामा	गणित	सामाजिक	सामान्य	कक्षा
साधन			अध्ययन		विज्ञान	

उपस्थित छात्र : २२ कक्षा ४ वं श्रेणिय : २२

सामाजिक १ हाकलान ना निरीक्षण पाठ्य पुस्तक स पंच लिनाला हाई हाकलाना , स्वायत्त
संस्थाओं ना २ स्वायत्त शासन नाया परमस्वर नामक पाठ की कीमत तथा शासन की संस्थाथ
निरीक्षण तथ ना कलगीक मठगना । कलगीक मनीआहीर कीशन , श्रीववालय तथा
३ श्रीववालय ना निरीक्षण संस्थाओंपर वातालाप का कारण स्वयं पुलिस कायालय का
४ निरीक्षण दूसरी जिना कराना स्व संविष पला ना क्या कराना । कराना ।
संस्थाओं ना निरीक्षण लस लिनाना । शारिक लान दना ।

परिचय कराना ।

ई मोटर लान्ड ना

निरीक्षण ।

ज्ञान व सहायक विषय

ज्ञान व सहायक विषय	भाषा	गणित	सामाजिक अध्ययन	सामान्य विज्ञान	कला
साधन					

बुनाई	१ सूत रँगना	पाठ्य पुस्तक व ताँदी	कहिलाना दलिक मण्डल न कमास	भाष वनाना	कला का विन व
	२ कड़ा मरना	दी. भाषमरणा काँदी	नियम तथा श्रं. सल की सली सुनिवार	उद्योगी	रँग का चाँदी
	३ ताना मरना	नियम तथा	न नियम क प्रहन	ताना तथा अन्य उद्योग, साधारणपुयाग	वनाना ।
	४ कय मरना	नमक पाठ पठाना	हल कराना ।	धन्य क दार न	कराना
	५ दीर्घ करना		पठाना ।	मीठा व जारा	
	६ बुनाई करना			पानी लीवर का	
				शान दना ।	

SCHEDULE FOR OBSERVATION OF BASIC SCHOOLS.

Existing position according to the following heads:

- A. School plant.
- B. Equipment.
- C. Staff.
- D. Raw- material for the crafts.
- E. School records.
- F. Position of the school in the surrounding area.
- G. Contacts of the school in the society.
- H. Activities in vogue in the school.
- I. Area of knowledge covered through activities.
- J. Basic school curricula.
- K. Time table of the school.
- L. Supervisory guidance available to the teachers.
- M. Examination system.

LIST OF PERSONS INTERVIEWED.

1. Dr. T.B.Nayak, Principal, P.G.B.T., Ujjain.
2. Dr. G.Chaurasia " " " Bhopal.
3. Sh. G.Y.Tankhiwale " " " Rewa.
4. Dr. H.R.Mishra " Maharaja College, Chhatarpur.
5. Shri M.C.Dube " B.T.C., Sehore.
6. " R.P.Singh " R.B.T.C. Rewa.
7. " F.C.Raizada " B.T.C. Laxmipur, Panna.
8. " J.K.Bhatia " " Orchha, Tikamgarh.
9. " S.N.Nigam " B.T.S. Rajgarh, Chhatarpur.
10. " V.K.Telang " " Newari, Tikamgarh.
11. " Dwarshi " B.T.C. Shahdol.
12. " P.D.Sharma Head Master Tikamgarh.
13. " G.P. Mishra Rewa.
14. " S.L.Paurani Chhatarpur.
15. " Mohd. Khan Tikamgarh.
16. Mrs. V.Sinha "
17. " Z.Modi "
18. Shri H.D.Verma Newari, Tikamgarh.
19. " H.G.Tripathi Mawai "
20. " G.D. Khare Chhatarpur.
21. " H.C.Jain Panna
22. " T.Das Panna
23. " Kamta Prasad Shahdol
24. " Yagya Narain Rewa.
25. " Mahadeo Singh Satna,
26. " R.P.Singh "
27. " R.Y.Pandey Panna.
28. " Brahmadin Yadao Ajaigarh, Panna.
29. " Ramyash Rewa.
30. " B.S.Denayak Panna.
31. " Motilal Satna.
32. " Vaiduryamani Shahdol.
33. " Gopika Prasad Rewa.
34. " Loknath Satna.
35. " Sundar Lal "
36. " Dwarika Singh Patna, Bihar.
37. " Kashinath Trivedi Tavla, Indore.
38. " Chaturbhuj Pathak Chhatarpur.
39. " Benarasidas Chaturvedi New Delhi.
40. " Gautam Rewa.

LIST OF SOME BASIC SCHOOLS OBSERVED.

1. model Basic School Tikamgarh.
2. " " " Chhatarpur.
3. " " " Rewa.
4. " " " Shadol.
5. Basic Primary school, Newari, Tikamgarh.
6. " " " Mawai. "
7. " " " for girls "
8. " " " Madia "
9. " " " ward No.1. "
10. " " " " 3 "
11. " " " " 5 "
12. " " " Chhatarpur.
13. " " " Nowgong, Chhatarpur.
14. " " " Panna.
15. " " " Laxmipur, Panna.
16. " " " Chandranagar, Chhatarpur.
17. " " " Satna, padao.
18. " " " Ghoghar, Rewa.
19. " " " Uprahti, Rewa.
20. " " " Prithipur, Tikamgarh.
21. Senior Basic School Panna.
22. Urban Basic Schools Shahdol.
23. Senior Basic school Shahdol.
24. model Basic school Sidhi.
25. Basic primary school "
26. " " " Rampurbaghelan, Satna.
27. " " " Kothi. "
28. " " " Nagod. "
29. " " " Devendranagar. "
30. " " " Govindgarh, Rewa.



B_I_B_L_I_O_G_R_A_P_H_Y.

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Title : " An Investigation into the Correlation Techniques in Basic Education . "

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Introduction : Basic Education has an ideology and a methodology and the two necessarily go together. Protagonists of Basic Education claim thereby that 'Correlation ' is the crux of Basic Education . If there is no Correlation, the very case of Basic Education is defeated.

Means are to be devised to explore the present position of this groved system of Education in order to get its true picture in the parlance of Education.

Problem : ' An investigation into the Correlation techniques in Basic Education. '

Need of the problem : To explore the difficulties inherent in Correlation practices in Basic Schools . Besides, to find out the easy approach to find the concept in practice and easily accessible to teachers.

Techniques used :

- a) Questionnaire.
- b) Interview .
- c) Observation
- d) Study of literature.

Findings :

- a) 4% of the teachers found adopting correlated techniques.
- b) 11% of the curricula contents being covered through activities.
- c) Factors impeding Correlation Techniques :
half -baked trained teachers , Text-books, rigid-time-table , subject Curriculum and subject-wise teaching, Centralization of finance , apathy of supervisory staff.

Conclusions and Suggestions :

- a) Unawareness of Correlation techniques.

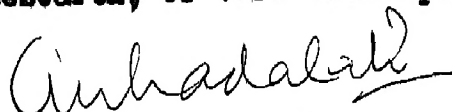
- b) Uncongenial conditions of the schools just as Centralization
Rigid -time table, subject Curriculum etc.
- c) Apathy and indifferent attitude of the supervisory staff.

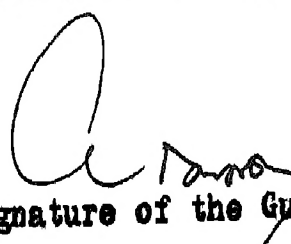
Suggestions :

- a) Adequate training .
- b- Practice -teaching to be organised under congenial conditions.
- c- Activity-cum -subject Curriculum needed. Rigid-time table ,
Subject wise teaching to be replaced by flexible time-table
and Block teaching thereby one teacher for one class.
- d) Continuing teacher sytem essential.
- e) Need of sympathetic supervisory staff of vision and new
out-look.

Scope for further Research :

This investigation initiates for analytical and experimental investigation of Correlation techniques. Besides , it initiates for Action-Research, of this technique.


Signature of the student :


Signature of the Guide .